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ABSTRACT

Because officials in the Department of Health, Education, and Welfare (HEW) could not answer questions concerning the number of complaints about Title IX violations received, how the agency had resolved them, what kind of complaints were most common, how many school districts had stopped unfair practices as a result of HEW's intervention, how many people had been helped, and what HEW had done, independent of citizen complaint, to make sure the nation's school districts were obeying the law, the Project on Equal Education Rights conducted its own study. HEW's records on each complaint filed from the day of the law's enactment through October 1, 1976, were studied and interviews were conducted of HEW staffers; students, parents, and teachers who had filed charges; and school administrators whose districts had been charged with violations of the law. The results were disturbing--rules and policies that perpetuate unequal treatment of males and females are still going uncorrected. Discussion includes the need for Title IX, how the law works, and why people file complaints, as well as an evaluation of HEW's performance. (Author/IRT)

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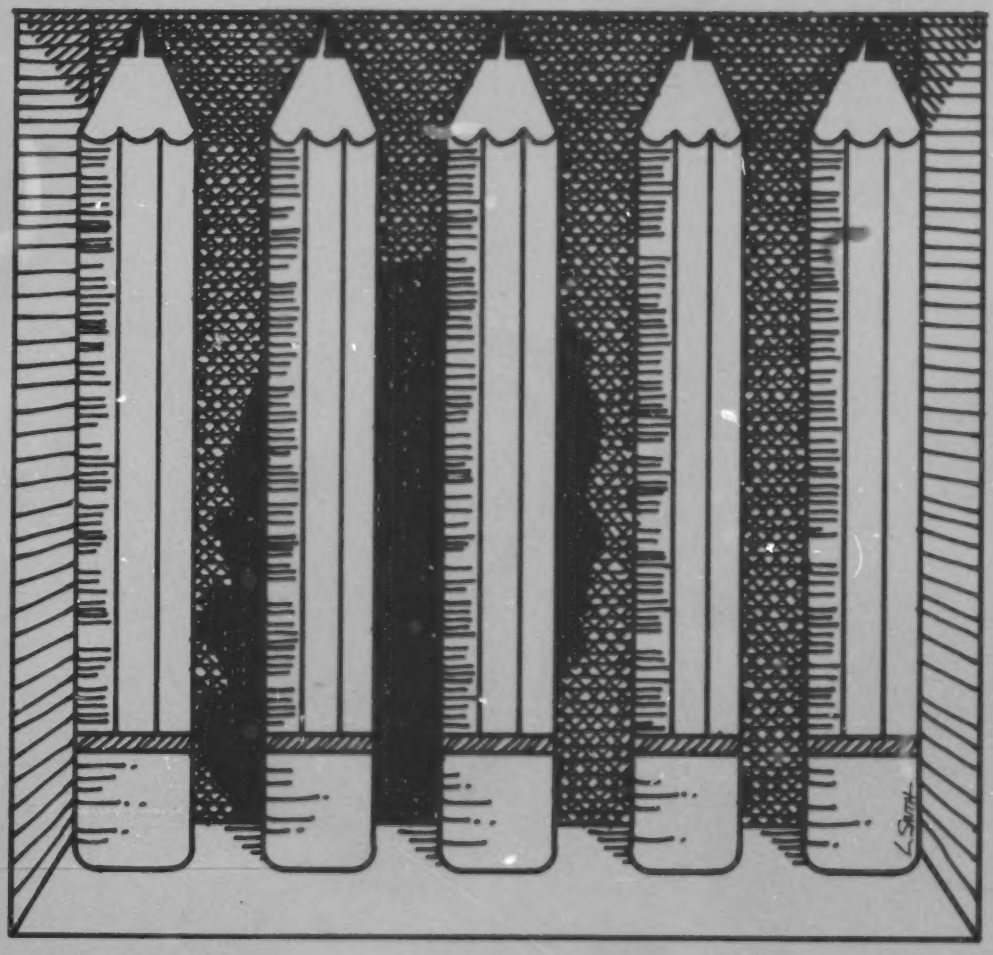
Government Action on Sex Bias in the Schools



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PEER, the Project on Equal Education Rights, was established in 1974 to monitor the government's progress in enforcing federal law against sex discrimination in the nation's public schools.

The project also works to inform people in communities throughout the country about what the law means for their schools. PEER publishes a free quarterly newsletter, *Peer Perspective*, and a variety of other materials concerning equal education and the law.

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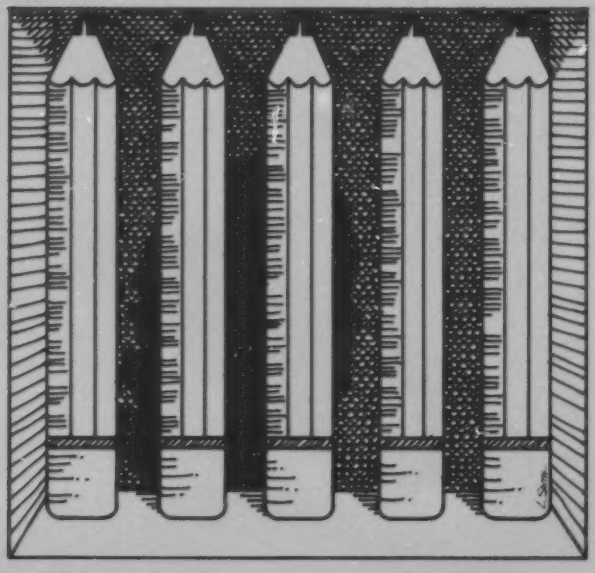

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Foreword

Congress passed Title IX of the 1972 Education Amendments to assure that schools and colleges supported by federal tax dollars offer everyone — male and female — an equal opportunity to learn a skill, win advancement, choose a course of study, play a sport, or gain a scholarship. Responsibility to enforce the law was given to the U.S. Department of Health, Education, and Welfare (HEW).

Early in 1976, the Project on Equal Education Rights (PEER) asked about Title IX enforcement as it affected students and employees in the nation's public elementary and secondary schools.

We wanted to know how many complaints about Title IX violations had been received and how the agency had resolved them. What kinds of complaints were most common? How many school districts had stopped unfair practices as a result of HEW's intervention? How many people had been helped? And what had HEW done, independent of citizen complaints, to make sure the nation's 16,000 school districts were obeying the law?

HEW officials in Washington could not answer our questions. Nor could the agency's 11 regional offices, where day-to-day enforcement takes place. The government did not have the most basic information about its work under Title IX.

PEER decided to conduct its own study. In June, 1976, we began an analysis of the way HEW had handled Title IX complaints brought against elementary and secondary schools. We analyzed HEW's records on each complaint filed from the day of the law's enactment on June 23, 1972, through October 1, 1976. The study was focused solely on HEW actions as they affected elementary and secondary schools. Charges brought against colleges and universities were not examined.

We interviewed dozens of HEW staffers; students, parents, and teachers who had filed charges with HEW; and school administrators whose districts had been charged with violations of the law. We asked them if federal action had been prompt, effective and thorough. If not, what could be done to improve it?

The results of our interviews and case studies were disturbing. Rules and policies that perpetuate unequal treatment of males and females — now clearly illegal — are still going uncorrected in the nation's schools.

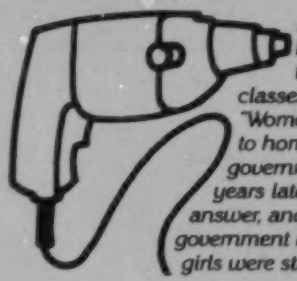
Citizens who dealt with HEW, and some of the people who work there, regarded the federal civil rights enforcement office as indifferent, inept, ignorant of the law itself, or bogged down in red tape.

By all the evidence we could find, HEW had failed to fulfill its responsibility to enforce the law.

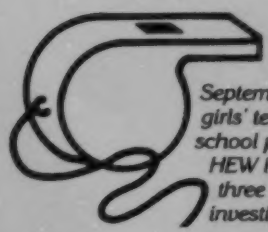
Over the next few months, we will be issuing several technical reports on aspects of HEW's work, along with specific recommendations for improvement. In the meantime, we are issuing this report in the hope that our findings will spur other people to join us in demanding that the government bestir itself to secure equal opportunity under the law for the millions of people who study and work in our nation's schools.

Thirty percent of the American people are engaged in education as their major activity, either as students or employees. Each of them has a personal stake in assuring everyone's right to equal treatment in school.

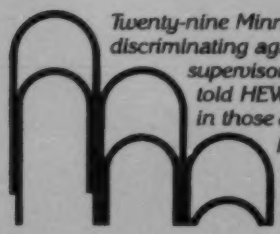
A Look at What is Wrong



A ninth-grader in Livonia, Michigan, wanted to learn how to handle power tools, but shop classes were off limits for girls. "Women," she was told, "should stick to home ec." She wrote the government for help in 1973. Three years later, HEW wrote back, got no answer, and closed the case. The government never checked to find out if girls were still barred from taking shop.[1]



"Something is wrong! I am doing more work for less pay," a New Jersey woman wrote HEW in September, 1973. She was coaching four girls' teams for one-third of what the school paid men to coach one team. HEW left her complaint in limbo for three years before closing it without an investigation.[2]



Twenty-nine Minnesota school districts were discriminating against women in promotions to supervisory jobs, a women's organization told HEW in 1973. Of 152 administrators in those districts, two were women. Investigators did not begin to look into the charges until 1977.[3]

These cases are not unusual. For half a decade, HEW's action to enhance equal opportunity in the schools has been negligible.

Title IX enforcement has been stalled from the start.

HEW brought relief to few of the citizens who asked for help in gaining equal treatment in their own schools.

From June, 1972, to October, 1976, HEW managed to resolve[4] just 179 complaints charging Title IX violations in elementary and secondary education—only one out of every five filed.[5]

Most people who filed complaints met with long delays.

Two- and three-year delays were not uncommon. More than a third of the complaints filed during 1973 were still unresolved three years later. The average wait on cases resolved by the end of our study had been 14 months. HEW intervention, when it came, tended to be too late to help the people who asked for it.

Most investigations were cursory.

Most investigations consisted of little more than an exchange of correspondence with the school superintendent. HEW rarely talked to students or employees who might be the victims of discrimination. In 76 percent of cases where the government made a finding, HEW staff never visited the school district under investigation. As a result, the agency was likely to overlook all but the most obvious kinds of discrimination.

HEW has done almost nothing on Title IX besides its work on complaints.

In more than four years, the agency completed independent checks on just 12 of the nation's 16,000 school districts. There was no follow-up on information it collected in several nationwide surveys which showed likely Title IX violations.

HEW has had enough staff to enforce Title IX.

From 1973 to 1976, HEW received fewer than two Title IX complaints against public schools each year for each investigator on the payroll.[6] Out of those, the agency managed to resolve an average of three-tenths of one complaint per investigator. Even when the agency's other civil rights responsibilities are added in—complaints of bias based on race, ethnic origin and handicap—the total case load of complaints filed against public schools was just over six complaints per investigator each year.[7] These people are fully qualified professionals earning an average of $20,000 a year. The agency should have been able to resolve all the complaints it received.

Indecision has been a major obstacle to action.

HEW has failed to issue clear and consistent rulings on important issues it considers controversial. Rulings on some issues, such as athletics, have been deliberately ambiguous. Other rulings were reversed, or withdrawn when they became the center of controversy. For the ten months between August, 1976, and June, 1977, HEW stopped making decisions on Title IX almost completely. The agency did not even answer its mail. By June, 1977, more than 600 letters asking questions about the law's meaning were sitting in Washington, unanswered.

HEW's recent record is mixed.

The record offers grounds for both encouragement and concern. Activity on Title IX has picked up, somewhat, since the fall of 1976. HEW closed more Title IX cases between October, 1976, and June, 1977, than in the previous nine-month period—192 compared to 122.[8] In addition, since June of 1977, agency officials have sent out many of the letters on Title IX that had been accumulating in the Washington office since August, 1976.

On the other hand, the agency recently served notice that it does not intend to act promptly on most complaints. In its enforcement plan for this fiscal year, released in October, 1977, the civil rights office promised to investigate only 21 (7 percent) of the sex discrimination complaints the office expects to receive during the year.[9] Agency leaders continue to delay making decisions which they think may stir up controversy. Dozens of cases are stalled awaiting rulings on those issues.

If government leaders want to enforce Title IX, the steps they will need to take are obvious. They will need to:

- publicize the law. Students and employees need to know how they can exercise their right to equal treatment;
- clarify the law's meaning on all questionable issues without delay, consistent with the principle of equal opportunity;
- make a commitment to resolve all complaints promptly;
- hold staff people at all levels accountable for the quality and quantity of their work;
- ensure that every investigation is thorough;
- provide adequate staff training and supervision.

Changes like these, however necessary, still come second. The first step is a decision, at the highest level, that the law against sex discrimination in education will be enforced.

What Is Title IX

The opening section of Title IX of the 1972 Education Amendments states:

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance . . .[1]"

The law applies to any school or agency receiving federal education aid. Every public school and most of the nation's colleges and universities—public and private—are covered.

Students at these institutions are guaranteed that there will be no discrimination on the basis of sex in such areas as:

admissions
(admissions coverage is limited to vocational, professional, public coeducational undergraduate, and graduate institutions)
courses of study
sports
career and course counseling
scholarships and awards
extracurricular activities.

Employees—including teachers, administrators, janitors, and secretaries—are also guaranteed equal treatment in such areas as:

recruitment and hiring
lay-offs and firings
salaries
promotions
sick leave, vacations and medical plans.

Why We Need Title IX

Congress passed Title IX after hearings revealed extensive inequities based on sex throughout American education.[1] Our school programs, many of them, came from a tradition that assumed men would be breadwinners and women would stay home to raise a family; that schooling for each would need to prepare them for the different lives they were expected to lead.

Separate courses were set up to teach boys and girls different skills. Boys learned to handle machinery and tools, girls to keep house. Boys were urged to continue their education, learn technical subjects, develop lifetime careers. If circumstances required girls to work, they might take short-term courses leading to a limited number of occupations long associated with women — bookkeeping, stenography and typing, cosmetology.

The assumptions which restricted children's schooling to skills and interests considered proper for each sex never truly reflected the rich diversity of America's people, but they persisted. Times have changed. By now the old division between a "man's world" and a "woman's work" is dying. But the idea that some kinds of learning are natural, or essential, for boys and others are more suitable for girls continues to influence school life.

More than half of all American women between the ages of 18 and 64 work outside the home.

Children are still limited by sex to certain courses or after-school activities. Special talents and interests which do not fit in the conventional division of abilities are left to wither undeveloped. That is a great waste, and reason enough to end arbitrary restrictions. But there are other compelling reasons for change.

Schools are meant to prepare young people for adult life. Today's adult women, however, lead lives very different from the quiet domesticity thought proper for their mothers. More than half of all American women between the ages of 18 and 64 work outside the home.[2] Most of them are working out of urgent economic necessity. Almost 60 percent of them are on their own — single, separated, widowed or divorced — or married to a man who earns less than $7,000 a year.[3]

Current statistics indicate that even women who marry will work outside the home for an average of 25 years. The expected working lifetime for unmarried women is 45 years.[4]

The paycheck of a full-time, year-round woman worker in 1975 was, on average, only 57 percent the size of a man's.

Women are on their own for increasingly long periods of their lives. Statistically, they are marrying later and divorcing more often than their mothers did. In 1975, seven million of the nation's 56 million families (12.5 percent) were headed by a woman alone.[5]

Yet women who must support themselves and their families are at a serious financial disadvantage. Comparing year-round, full-time workers, a woman's paycheck in 1975 was only 57 percent the size of a man's.[6] For minority women the disparity is even greater. In 1974, the average salary for a full-time, year-round white male worker was $12,343, but for a black female worker similarly employed it was $6,611.[7]

Nearly one-third of the families headed by women live in poverty.[8] Yet children get just as hungry, and need new shoes just as often, whether they live with one parent or two.

Although it is now illegal, some employers are still paying women less to do the same work as men. But the principal reason women earn less than men is that they tend to be clustered in low-paying jobs.

Schools Do Not Prepare Women for the Lives They Will Lead

In high school, where many young people acquire their first vocational training, girls have been routinely steered into courses leading to low-paying jobs, or jobs with no opportunity for advancement. In fact, in 1975, 42 percent of the 4.6 million girls registered in "vocational" education programs across the country

Forty-two percent of the girls registered in "vocational" education programs across the country were enrolled in homemaker courses which develop no marketable skills.

were enrolled in what is labeled "non-gainful" homemaker courses, which develop no marketable skills.[9] Even in classes specifically designed to equip people for paid work, the vast majority of high school girls are enrolled to prepare for a narrow range of jobs in which women, and low salaries, predominate.[10]

Schooling is also leaving college-bound girls ill-educated for the modern world. Because school counselors often discourage girls from taking any but rudimentary math and science courses, many young women discover too late that they are effectively excluded from a wide variety of high-paying careers which depend on a solid grounding in these subjects.

"Under the hood of a car is where I belong."

The message that science and technology courses are not for girls is broadcast in dozens of different ways. One study revealed that widely used texts show girls and boys in contrasting ways:

Boys control the action, and it is they who demonstrate scientific principles of motion, growth, energy, and light. In contrast, when girls are shown, they observe. They are shown smelling soap and perfume, and looking at rocks, thermometers and their sunburns....

The scientific world is presented as a masculine domain.[11]

When girls do enroll in scientific and technical classes, they can find the same satisfaction and pleasure boys sometimes do in mastering a corner of the real world. One girl, writing triumphantly of her experience in a previously all-boy auto mechanics class in Yorktown Heights, New York, says:

When I get into shop and start working on a car, I really become wrapped up in a very messy, yet really far out and great world...

I'd just like to say that if anyone said I couldn't take auto mechanics anymore, I would die. Under the hood of a car is where I belong.[12]

But from the time a child picks up her or his first elementary school reader, the idea that women's only place is in the home is repeated over and over again. Many studies have documented the dramatic difference in the way men and women are presented in textbooks. In one study, done by a New Jersey group, men predominated everywhere, appearing in twice as many stories as women, working at 147 different kinds of jobs, while women had only 26. Most of these were familiar extensions of the mothering role. The few other "occupations" shown for women included queen, fat lady in the circus—and witch.[13]

Career information materials designed for children in elementary and secondary schools displayed the same bias. In 28 different sets of elementary level career education materials covered in the survey, pictures and descriptions of 1,160 occupations showed five for men to every two for women. The pattern in materials for secondary students was almost identical.[14]

Counseling Steers Girls and Boys in Traditional Directions

Standard aptitude tests used by guidance counselors to advise young people on career choices have also perpetuated out-dated views of women's adult lives.

Until it was revised in 1974, the manual that counselors used to interpret scores on one of the most popular tests said:

Many young women do not appear to have strong vocational interests, and they may score high only in certain 'premarital' occupations: elementary school teacher, office worker, stenographer-secretary.[15]

Influenced by such assertions, guidance counselors often advise girls to pursue familiar, conventional career choices, even though income potential and opportunities for advancement in those careers are low. Girls are urged away from novel, adventurous choices, or high-income careers like medicine with long training requirements.

One high school senior recounted the way a counselor in Los Angeles tried to discourage her from pursuing a career as a veterinarian. "She said," the girl wrote, "that at our age it's the maternal instinct, and after a few years of college we outgrow it."[16]

The worst thing about all these messages is that girls believe them. The YWCA of Los Angeles developed a program to help high school girls think realistically about their futures. In classroom interviews done in 1974, "Y" staffers found that most girls had only the dimmest notion of what lay ahead for them. Being grown up meant getting married and living happily ever after. In the minds of most of them, work was only a stopgap, a short, boring interlude until the arrival of Prince Charming. The lessons of their grade school readers had been learned too well.[17]

Sports Programs Leave Girls at the Starting Gate

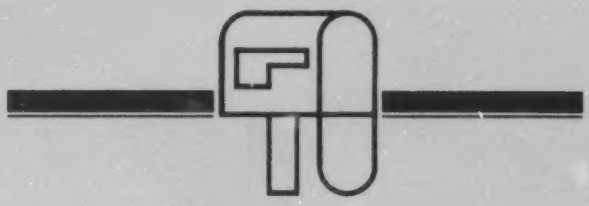
One kind of discrimination against girls in schools does not show up in the curriculum at all, but it has generated as much controversy as all the others put together: sports.

After-school athletics programs are fun. But public institutions of education support them because they encourage kids to keep physically fit, and because they foster the growth of qualities important throughout life. Sportsmanship and fair play, self-discipline, fighting hard to win, developing the confidence to recover after an error, being a team player rather than a prima donna; these are all qualities to be learned on the playing field.

In 1971, boys' participation in high school sports was 12 times greater than girls'.

These experiences are every bit as important to girls as they are to boys, but in every state of the Union, girls have been drastically shortchanged on the playing field. The disparity in support for boys' and girls' athletic programs is perhaps the single most visible piece of discrimination in American education. In 1971, boys' participation in high school sports was 12 times greater than girls'.[18]

"At our age it's the maternal instinct."



Dear Mr. President

I know that you are a busy man but could you please give me your answer - I am a 10 year old girl + I have been playing on an all boys hard ball Knot hole team Class D of Dist 14 in Cinti. Now they tell me that I can't play. cause I am a girl but i want to play: Can you Please tell me what different does this make The boys want me ta play + don't mind if I am a girl. It is only a bunch of older men that make the ruler. Please let me know your feeling on this cause I trust you. I'm looking forward to your answer.

Thank you very much
Mr. President

In some school districts, expenditures on boys' athletics have been 10 times greater than outlays for girls'. A San Diego, California, high school was cited in a 1973 complaint under Title IX, because in its sports program, "There is $12,000 spent for boys and only $800 for girls."[19]

It isn't that the girls like it that way. Under the impetus of the women's movement and Title IX, girls' participation in varsity high school athletic programs shot up 460 percent between 1971 and 1976.[20]

The progress is encouraging, but disparities continue to exist. Nationally, high schools are still offering boys more than twice as many chances to play team sports as girls get. Not one state yet offers as many varsity teams for girls as for boys.[21] And in many schools, the differences between boys' and girls' sports programs are still dramatic.

A Mannington, West Virginia, girl wrote to PEER in 1976 that the boys at her school had five teams to try for, while the girls had none. "A lot of the girls here are very athletic and would like to participate in sports programs, if only we had any." When she complained, her principal was not sympathetic. If she liked sports, he said, "go watch the boys."[22]

Following the Leaders

The damaging effects of some kinds of discrimination against female students may not be fully apparent until they have left the classroom far behind. But for the women who work in the nation's schools, discrimination is a daily evil which costs them millions of dollars in unequal wages and lost opportunities for advancement.

The business of teaching America's children is a major industry. Department of Labor estimates for 1976 indicated that two and a half million women earned their living in education.[23]

Women outnumber men in the classroom by roughly two to one,[24] but the higher up the educational ladder you look, the faster women disappear. Figures from the most recent National Education Association survey showed that women were serving as principals in only 13.5 percent of all the nation's schools. They headed fewer than 3 percent of the junior highs in the country and only 1.4 percent of the senior highs. Women superintendents were rarer than whooping cranes, amounting to one-tenth of one percent of the total.[25]

Although men constitute a minority of the professional people employed in schools, they move ahead faster, with less experience than women. One study of elementary school principals revealed that 67 percent of the men had been appointed with *less* than six years of classroom experience, while 88 percent of the women did not move up until they had had *more* than six years of experience. One-third of the male elementary school principals in another study had no teaching experience at all.[26]

Access to positions of authority and higher pay is not the only area of school life in which women meet unequal treatment. Discrimination is common in such matters as salary scales, unequal pay supplements, and health and pension benefits. These are bread-and-butter issues to the millions of women employed in the nation's public schools, and their families. Employment related grievances constitute the single largest category of charges filed with HEW under Title IX.

Aside from the harm done to individuals, the exclusion of women from administrative positions also has a long-term, unwholesome effect on the school system. Every day, in schools all over the country, students see about them a power structure that reinforces all of the old stereotypes in their textbooks — women may run the classrooms, but men run the show.

Change Will Not Be Easy

Why does all this go on? Why, when people once recognize that an injustice exists, don't they just eliminate it? Changes have occurred. Title IX, just by defining discrimination, has been a stimulus for improvement. Athletic opportunities for girls are opening up. Courses in auto mechanics, woodworking, agriculture, metal shop, and electronics repair, previously off limits, are slowly admitting women, and home economics courses are accepting men.

But old attitudes and traditions die hard. And the people vested with the power to make change are frequently the very ones to resist it most.

Many school districts are institutions involving sizable numbers of people. Changing anything in a big organization is difficult, requiring quantities of patience, determination and good will. Often, the things that get done first are the ones that are easy to fix — things that cost no more money, require no additional facilities or personnel, and no major departures from fondly held traditions.

But many of the changes required are bound to cause conflicts. Whichever way a decision is made, someone is going to be upset. Giving the girls' basketball team practice time in the afternoon may make the boys' coach unhappy. But it is clearly not fair to keep sticking the girls with 6:00 a.m. practice.

Accommodations have to be worked out. Ruffled feathers have to be smoothed. For the administrator, it all takes time, and an abiding belief that the job is worth doing, that equal treatment for children in school is only fair.

Most of the people who run the nation's schools want to do right by their students and employees. But administrators, like people everywhere, have a tendency to take the path of least resistance. Without some kind of pressure to tackle the changes equality requires, the path of least resistance is often token change or no change at all.

On occasion, school officials will openly resist the call to equalize chances for girls and boys. A recent survey on Title IX compliance in the South brought to light an Arkansas superintendent who declared that his district would comply on "the last minute of the last day."[27] And in Greenville, South Carolina, a baseball coach was determined to keep girls off his team by "whatever means, fair or foul."[28]

When resistance is that strong, only the threat of a major disaster, such as the loss of federal funds, may be leverage enough to bring change.

DOONESBURY by Garry Trudeau

OKAY, LISTEN — THE REST OF THIS DEAL IS SOME SORT OF QUESTIONNAIRE WE GOTTA FILL OUT — IT'S CALLED THE "MALE ATHLETE ATTITUDES AND DISPOSITIONS SURVEY."
"① SHOULD WOMEN BE ALLOWED TO PLAY FOOTBALL? IF SO, WHEN?"
B.D., MAY I HANDLE THAT ONE?
GO AHEAD, WILLY.
B.D., IT IS MY OPINION THAT WOMEN SHOULD NOT BE ALLOWED TO PLAY FOOTBALL UNTIL SUCH TIME AS IT CAN BE RELIABLY DETERMINED THAT HELL HAS FROZEN OVER.
GOOD ANSWER.
AFTER THAT, IT'S FINE WITH ME!

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How the Law Works

The Department of Health, Education, and Welfare in Washington, through its 11 branch offices around the country, has been given the authority to enforce Title IX in the schools and colleges which receive federal funds.

HEW has three basic responsibilities in administering the law:

- explaining Title IX to the schools and colleges that must comply with it, advising the public of its rights under the law and what to do if those rights are denied.
- investigating — promptly — all charges of discrimination filed by private citizens.
- initiating investigations of school districts and colleges to see that all institutions covered by the law are obeying it, whether complaints have been filed against them or not.

In HEW's regional offices, Title IX cases involving the elementary and secondary schools are handled by a special staff of investigators assigned to rout out many different kinds of discrimination. In addition to Title IX cases, these investigators work on discrimination against racial and ethnic minorities, and, beginning this year, against those who are physically or mentally handicapped, but all within the public schools.

A separate investigative staff has the same responsibilities for bias cases within colleges and universities.

Interpreting the Law

HEW's first job, once Title IX had passed, was to write a regulation spelling out just what the law's broad anti-discrimination mandate meant for the institutions it covered. The agency published its regulation in June, 1975.[1] It sets the basic framework for understanding what the law requires. School districts were given a year (until July, 1976) to look at their own policies and practices and to correct any inequities they uncovered. In addition, each district must also:

- notify all students and employees about their rights under Title IX,
- set up an internal grievance procedure to resolve sex bias charges which students and employees may choose to settle locally,
- appoint a Title IX coordinator to oversee all efforts to comply with the law.

In addition to these procedural steps, districts have to provide fair treatment for each individual student and employee in the areas of school life covered by the law (See p. 9.)

The Complaint Procedure

Anyone who believes that a school district may be violating Title IX can send HEW a letter asking the government to see if the district is obeying the law.

Complaint letters go to one of HEW's regional offices, each responsible for several states (see map, p. 18). According to the regulation, the office should acknowledge each complaint in writing; notify the school district of the charges; and promptly investigate them.[2] HEW is obliged to keep the complainant's identity confidential, unless revealing it is essential during the course of an investigation. Once someone has filed a charge, the government is responsible for taking it from there. The writer need not provide documentary evidence, and is not legally party to negotiations between the government and a school district once discrimination is found.

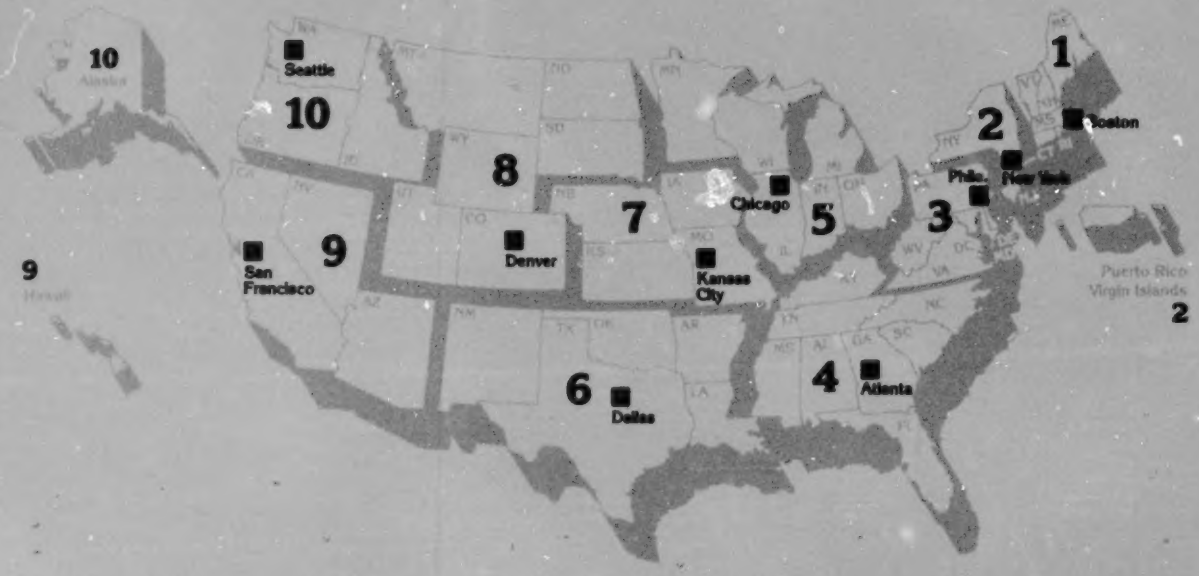
Since June, 1976, under the terms of a court order,[3] complainants have had a basic right to be informed about progress on their cases, and to submit more information in the course of an investigation if they wish.

The Investigation

In order to find out whether school programs or policies are biased, HEW staffers are empowered to:

- secure any documents required — budgets, student rule books, personnel records, minutes of school board meetings, team rosters, teachers' guides, and so on,
- visit schools and interview staff, students, parents, or anyone else with pertinent information.

Occasionally the news that charges have been filed is enough to prod a school district to stop an illegal practice. If not, HEW is supposed to send a "letter of finding" to the school district when the investigation is completed, stating the charges, presenting the information collected, and the conclusion — whether the district has been discriminating in the eyes of the law.



HEW Regional Boundaries and Headquarters

Settling the Case

If the government finds discrimination, HEW staff is obliged to try all available means to settle the case through negotiations with school officials.

When a district is found to be in violation of Title IX and refuses to make changes to treat its students and employees fairly, HEW is required to deny that district any further federal funds.

Appeals

Before the flow of federal money can be cut off, the school district has several opportunities to appeal.

A district refusing to accept HEW's findings or proposals for change can request a formal hearing before an administrative law judge. If that judge rules against the district, it may ask the Secretary of HEW to hear an appeal. If the ruling again goes against the district, a challenge to the agency may be brought in federal court.

Of course, these proceedings may be halted at any time if district authorities agree to comply with the law.

Other Actions to Combat Injustice

HEW does not have to wait for a citizen to complain before investigating suspected violations of Title IX. On its own initiative, the agency is fully empowered to look for and insist on an end to discrimination at any level of school operation, from a single kindergarten class to an entire state school system.

That is the process, in theory. HEW has a broad range of tools at its disposal. Schools have extensive due process and appeals rights. People who file complaints have a right to prompt action and, since 1976, the right to be kept informed in the process.

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Why People File Complaints

The people who ask HEW to look at possible Title IX violations come from all over the country. Many are directly affected by the discrimination they write about — they are students, teachers, administrators. Some bring charges on behalf of others. Parents complain on behalf of their children; teachers want to redress unequal opportunities for students. Some are simply private citizens, or organizations with a civic interest in the schools.

In the first four years of the law's existence,[1] 871 complaints about elementary and secondary schools were received by HEW. Of these, 13 were lost within the agency. The remaining 858 charged discrimination within institutions in every one of the 50 states. Most of them (60 percent) were focused on a single grievance —a closed shop class or vocational course, an inadequate girls' sports program, unequal pay scales, and so on.

The other 40 percent listed anywhere from 2 to 25 separate charges about violations of the law. Employment discrimination against women was the most common subject of the Title IX complaints. Biased sports programs came next.

Many of the people who file complaints report that they have already gone to the principal or the superintendent, asking for change, and have been turned down.

"Simple persuasion doesn't work," reported a father in Montgomery County, Maryland, who had been trying to get the school system to boost the girls' sports program.[2]

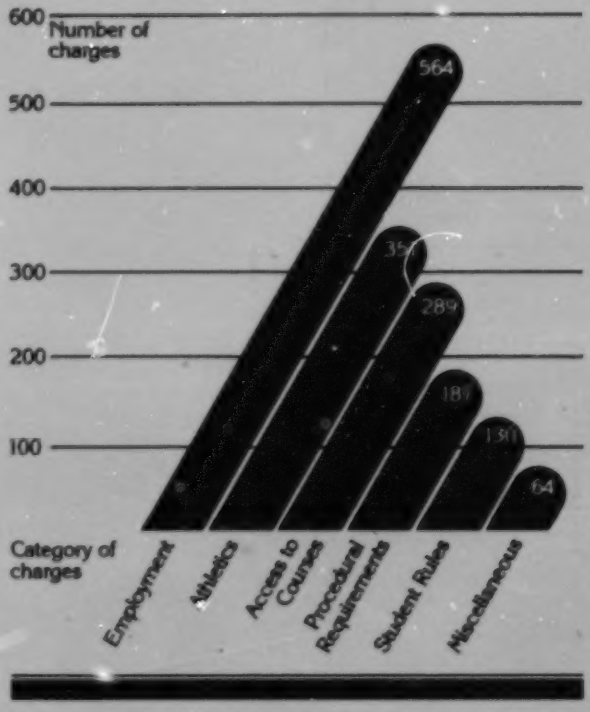
"I have talked to the principal and counselors with no luck," wrote the ninth-grade girl in Michigan who tried to get into shop.[3]

A sixth-grade Montana boy who wrote to HEW was equally discouraged about the prospects for getting his school board to drop a rule barring boys with long hair from coming to school: "The kids have tried to get them to drop the hair code, but they won't. Most parents don't like it, either, but can't do anything."[4]

The federal government, in the eyes of people like these, is the last resort.

Types of charges filed under Title IX

(involving elementary and secondary education between June, 1972 and October, 1976)



Is the Government Enforcing Title IX?

Since Title IX took effect, the Department of Health, Education, and Welfare has barely moved on behalf of the nation's students and school employees.

HEW Is Not Getting the Word Out

...to the Schools:

Before schools can comply with the law, they must know specifically what it requires. HEW did send school districts copies of the new law and regulation, a memorandum on sports and a series of pamphlets regarding compliance.[1] But the civil rights office neglected to take the next and necessary step. It did not publish its rulings.

Other federal agencies, such as the Internal Revenue Service, have long recognized that most rulings apply to more than one case. Solve the problem of the tennis coach in Tallahassee and you have resolved matters in Terre Haute, Fall River and Dubuque. If the word reaches them. Since 1975, HEW has taken no steps to let school administrators around the country know about the way it is interpreting Title IX.

...to the Public:

To benefit from the laws that protect them, people must know the laws exist and how to use them. HEW has undertaken no public information campaign to let the public know about Title IX.

Federal, state and local civil rights agencies often produce media campaigns to familiarize the public with newly won rights. HEW itself sponsored a nationwide radio and television campaign to alert college-bound students to available federal scholarship aid. It has undertaken no similar publicity effort for Title IX.[2]

Many people in schools today, and many parents with children in school, still do not know about Title IX or their rights under the law.

HEW Is Not Getting the Facts Promptly

Under the Title IX regulation, HEW is required to investigate complaints of discrimination promptly. It is here that PEER found the most striking discrepancy between theory and practice.

In the first four years and three months of Title IX's existence, HEW investigated and resolved within six months only seven percent of the complaints it received. More than one-third of all cases filed in 1973 were still unresolved in 1976. Almost half of the cases on file in June, 1976, had been on HEW's rolls for at least a year.

In every part of the country, in small towns and big cities, in Corpus Christi, Texas, and Richland, Washington, in Elizabeth City, North Carolina, and Minneapolis, Minnesota, children and adults who had every right to expect prompt action from the government have been kept waiting.

- In 1974, two Louisiana families wrote to HEW on behalf of their daughters, who were attending an all-female high school in a public school system with separate high schools for girls and boys. According to one of the parents, the boys could take advanced math and Latin courses not offered to the girls. HEW's investigation has not yet begun.[3]

> *"When we first filed our complaint, the school people were really nervous.*
>
> *"Today, when you talk to someone in the school district, they just smile. They know nothing's going to happen."*
>
> Jeanne Doyle
> NOW member
> Beaver County, Penna.

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■ A mother in Watertown, Massachusetts, told HEW in May, 1973, that her daughter's junior high school principal would not permit girls to take shop. The government had four months before school opened in the fall to get the school district to change its enrollment policy. The civil rights office never wrote the school. A year after the woman had filed her complaint, HEW contacted her again to find out if she still wanted help. By that time, the daughter had passed on to the next grade, and the family had moved.[4]

■ In May, 1974, three Beaver County, Pennsylvania, school districts — Center Area, Hopewell Area, and Western Beaver County — were given 30 days to supply HEW with information pertinent to charges filed against them by the local chapter of the National Organization for Women. NOW reported a range of discriminatory practices going on in each district, including bias in counseling, sports, and employment.

The Center Area district replied. HEW did not write back for 22 months.[5]

Hopewell replied. Two years later, HEW wrote again, explaining that the original reply had been lost.[6]

Western Beaver County never answered. Two and a half years later, HEW requested the information again.[7]

Justice delayed is no laughing matter. When students or teachers are faced with barriers because of their sex — courses they cannot take, teams they cannot try out for, jobs for which they are not considered — they need a swift government response.

Seventh-graders become eighth-graders; ninth-graders go on to high school. Employment contracts may be signed or renewed only once every two or three years. The chance to join a team, take a course, or win a scholarship, lost one year, may be gone forever.

The government can have a forceful impact for equity when it does step in promptly to defend a citizen.

In Sayre, Pennsylvania, swift action from the government brought an elementary school principal a $6,000 pay settlement and the chance to retire with her seniority intact. She wrote HEW in May, 1976; after 29 years in the school system, she had been passed over for promotion months before her retirement. Two men who had worked under her had been promoted instead.[8]

HEW acted immediately. Over the next few weeks, an investigator spoke several times with the principal and her superintendent. The school board voted in June to settle her claim and the right to the title of Chief Elementary Principal.

That kind of prompt, persistent and effective action has been a rarity.

HEW Moved Slowly on Title IX Complaints

Only one in five of the 858 complaints filed in four years had been resolved by fall of 1976.

The cases HEW did resolve waited an average of 14 months for final action.

Complaints that were still open in June, 1976, had been pending an average of 16 months.

Only 61 cases — 7.1 percent of all the complaints — were investigated and resolved within six months.

And HEW Is Not Getting the Facts Thoroughly

A long wait for action is hard on people who file complaints. But it is easier to endure if the final result is a decisive end to injustice.

However, HEW's performance, even after it gets moving, is often perfunctory. The standard style of investigating Title IX complaints is likely to leave a great deal of sex discrimination unnoticed and unchallenged.

When the civil rights office sets out to investigate a complaint under Title IX, the first step is usually to write the school superintendent. The superintendent is the chief executive officer of the district charged with breaking the law, and he or she is the logical person to approach. The letter will usually ask for information and documents bearing on the charges. The list of documents requested may follow a special HEW manual on Title IX which suggests things investigators should ask for in typical cases.[9]

So far, so good. The next logical step is to visit the district—talk to the complainant and others who may be victims of discrimination, interview witnesses, check for other information and documents the investigator may not know about.

That next step rarely takes place. In 76 percent of the cases in which HEW did make a finding, the investigator never left the office. An exchange of correspondence with school district officials was, in most cases, the entire investigation.

That method of checking into sex bias charges is liable to miss all but the most obvious inequalities. Discrimination so open that it shows up on paper—a written policy that girls may not take industrial arts, a sports program with six teams for boys and none for girls—is only the tip of the iceberg. Much more often, discrimination goes on, whatever the official policy, in a web of informal practices and pressures.

A school system is a bureaucracy. As in most other bureaucracies, people in the middle and at the bottom take actions, make decisions, day in, day out, without anyone taking official notice. In all but the smallest school districts, it is a long way from the classroom, the gym, or the counselor's office, on up through the chain of command to the superintendent and the school board.

Yet it is these settings in individual schools—classrooms, offices, and playing fields—where most discrimination takes place.

The assistant superintendent in Watertown, Massachusetts, assured one mother in 1973 that district policy officially permitted girls to take shop. But the principal at her daughter's junior high school refused to allow the girl to enroll in shop despite her repeated requests. In his eyes, she was nothing but a troublemaker for trying to exercise her rights.[10]

A girl in Pittsburgh heard over the public address system that girls could try out for the seventh-grade basketball team. She went down to the tryouts, but the coaches would not allow her on the squad. They told her she was good enough to make the team, but she would not grow as much as a boy in the years to come.[11] It would be a waste of time, they implied, because she probably would not be tall enough to play on the team later on. By that reasoning, no girl would ever make the team.

The usual HEW check by mail would not have uncovered the discrimination in either of these two cases. The Watertown superintendent's office would have reported that district policy allowed girls into shop. The Pittsburgh superintendent would have pointed to the school-wide publicity of a public address announcement to indicate his district's willingness to allow girls on the basketball team.

The assumption made, in case after case, that there is no need to visit the school, no need to interview students or parents, no need to probe, means that a great deal of discrimination will go unchallenged. Standard practice on Title IX complaints suggests the government is willing to assume that if discrimination doesn't show on paper, it is not there at all.

In 76 percent of the cases with completed investigations, HEW never bothered to go out and look at the district under scrutiny.

HEW is so accustomed to dealing only with top district officials that charges are sometimes dismissed simply on the superintendent's word that nothing is wrong.

In the Atlanta regional office, for example, HEW closed an Elizabeth City, North Carolina, complaint that there were no sports for girls in junior high or high school, when the superintendent assured HEW on the phone that there was a "full program in interscholastic athletics for girls in four sports areas." He also said the district would be checking its own practices the next year, to make sure there was no sex discrimination. The civil rights office accepted his assurance on faith and asked for no documentation.[12]

The case had to be reopened a few months later, when the father who made the charge wrote back. He had checked on the progress, he said. The four teams were for high school girls only. There were still no girls' interscholastic teams in the junior high, and no plans for any the next year. The women coaches were still earning less than the men.

This time, HEW checked the facts. As a result, officials in Atlanta concluded that the district was not complying with the law after all.

The agency just as easily dismissed a New Jersey complaint charging sex bias in hiring and promotions. A 1972 complaint reported that Montclair, New Jersey, had no women principals or assistant principals. Though 45 percent of the high school teachers were women, only nine percent of the department heads were women.

The superintendent's reply in 1973 produced more recent statistics showing slight improvement. The number of women principals, for instance, had risen from zero to one.[13]

None of these statistics could be conclusive by themselves, one way or another, without a careful investigation into the district's hiring practices. Maybe no women applied, or none were qualified. Or maybe positions were never posted, so women never had the chance to apply. It was impossible to tell from statistics alone.

Yet HEW's New York office accepted the superintendent's assertion that school board policy declared "selection for employment shall be without prejudice," as proof that there was no discrimination against women. An investigator's note scrawled across his letter reads, "This closes it!" And so it did.

When HEW settles for an official assurance that everything is fine, the people who filed the charges are rarely able to challenge the finding. If the case has been sitting for months, the person who complained is likely to have graduated, moved on, or become so frustrated that he/she is no longer eager to cooperate. HEW may not tell the complainant that the case has been closed, or why.

The Atlanta civil rights office told Laura van Etten, a Hillsborough County, Florida, student, only that her school district's position met the legal requirements of Title IX. Not until PEER reached her did she learn how HEW made that decision.

In 1973, she charged wide disparities in the athletic opportunities available to boys and girls in her high school. HEW asked the school district for information. The request was unreasonable, the superintendent said on the phone. It would "take a month to prepare and a truck to get it up [to the regional office]."

HEW's investigator immediately backed off. The government would settle, he said, for a letter indicating

the superintendent's "desire and willingness to have girls in all activities."[14]

The superintendent was happy to comply.

I wish to assure you that the Hillsborough County schools are taking affirmative action to eliminate any discrimination based upon sex in the school system; this would be in regard to interscholastic athletics and/or other areas of the ongoing operation of the schools.

That was enough for HEW, which dismissed the case.

"That makes me sick!" said van Etten when she learned why HEW never pursued her complaint.[15] She doesn't know whether Hillsborough County schools have a full sports program for girls now, since she has gone on to college. HEW does not know either, since it never got the facts. Only the girls in the district know for certain, and no one has asked them.

HEW concluded there was no discrimination in 26 percent of the cases in which it made a finding. Given the superficial nature of many Title IX investigations, it seems clear that in some, at least, HEW did not find discrimination because the agency never took a serious look.

The Omaha, Nebraska, school district won a clean bill of health from the Kansas City regional rights office despite statistics strongly supporting a complaint which charged that a junior high school girl had been barred from shop. In a letter responding to the charge, district officials asserted that:

The policies of the Omaha School District do not permit discriminatory treatment on the basis of sex. Females are permitted to take shop courses in the Omaha Public Schools.[16]

The district's letter conceded that certain counselors and teachers had discouraged girls, but told HEW "these instances had been corrected." HEW ruled that there was no discrimination in any vocational courses in the Omaha schools.

The agency ignored the district's own statistics, which showed that 10 out of 14 junior high schools—including the one mentioned in the complaint—did not have a single girl in shop or in any other vocational course.

> *"On a Title IX complaint, they throw anything together."*
>
> HEW investigator

There are cases where conscientious investigators visited school districts, talked to students and teachers and collected a great deal of information. For the most part, though, the checks for compliance were superficial; they relied completely on whatever information could be gathered just by writing a letter.

When it comes to securing corrective action, the government also tends to rely heavily on the school district's word.

One cannot safely assume that district administrators always do what they say they will. A teacher in Lynnwood, Washington, waited for five months for the $1,000 her district had agreed to pay in settling her case with HEW. When it was clear the school did not intend to honor its agreement without further prodding, the woman appealed to HEW for help again. On their own, federal officials would never have known that the district had not honored its commitment. They never asked to see a copy of the check.[17]

In one-half of the cases where HEW did extract commitments from school district officials to change unfair practices, the staff never asked for or received documentation showing that the district's agreement had been kept.

HEW Is Not Looking at All the Charges

Delays, superficial investigations, and unmonitored remedies at least take complaints through the motions of law enforcement. A sizable number of complaints never even go through the motions. From 1972 to 1976, HEW dropped more cases without an investigation than it resolved with an investigation.

One hundred ninety-three cases, 22 percent of all the complaints filed in four years and three months, were closed for "administrative" reasons, without any check on the merits of the charges. Recent statistics from HEW indicate that the agency is still closing many Title IX cases without investigating them.

Some of the cases were sent to other federal agencies in the hope, usually vain, that these agencies would take care of them. The largest number were dropped because the complainants were no longer available to pursue the case. HEW offers a crazy-quilt variety of rationales for closing the rest: there was no Title IX regulation when the complaint came in; the complainant had gone to another agency for help at the same time she/he contacted HEW; and miscellaneous other reasons.

Closing some of these cases was the sensible thing to do. The charges fell outside Title IX's jurisdiction. Or the complainant wrote HEW that the school had changed its ways. Or a woman who had charged job bias affecting only herself, withdrew her complaint.

But most of the reasons for dropping these cases boiled down to one; it was easier for HEW to drop the complaints than to do something about the inequities they charged. Based on the evidence in HEW files, we estimate that about 60 percent of the closures for "administrative" reasons were unwarranted.

Almost half of the time (47 percent), the excuse for dropping the case was the loss of an active complainant. Some people apparently grew weary of the endless delay and withdrew their complaints. Others never answered a request to update the information in the complaint after the agency let it sit for months. HEW lost touch with other complainants altogether, and used that as a justification for closing out the charges they had filed.

Energetic investigators will keep complainants up to date by phone or letter, so that even when people have to wait, they know help may be on the way. But many of the complainants contacted in a survey last year reported that HEW had left them in the dark.

> *I never really hear from them. I call them.*
>
> from San Francisco, California[19]

> *It's been two months and I haven't heard anything.*
>
> from Richboro, Pennsylvania[19]

> *I did not get a copy of their report. I only know what I read in the paper.*
>
> from Fort Myers, Florida[20]

> *We have not heard from HEW since 1974. We've had no replies to our inquiries by mail.*
>
> from Friendswood, Texas[21]

When HEW writes complainants after months of silence and inaction, it is not surprising that the letters sometimes go unanswered. In cases where that happened, the government frequently used the complainant's silence as a rationale for dropping the case.

A 1973 New Jersey complaint, for example, kept in limbo for three years, was eventually closed without investigation; HEW had sent the complainant a letter and received no reply.

The complainant, a coach, had written HEW about the "colossal" imbalance between sports programs available to boys and girls. She also charged that her coaching pay was less than the men's.[22]

HEW asked for more information, and she sent it. Four months later, she wrote again, to ask for immediate assistance, since salary negotiations for the next year were underway. No answer.

One year later, in 1975, HEW wrote that her complaint had been forwarded to another agency for "more efficient handling"—the Equal Employment Opportunity Commission, which had a backlog of over 100,000 uninvestigated cases. HEW closed the case. In 1976, in response to a criticism about how the agency had handled the case, HEW reopened it and wrote to the coach. She did not respond. The case was closed again.

With or without the coach, the New York office of HEW never made any effort to check back with the school district to see if the sports program for girls met equality standards under Title IX. PEER did.

In March, 1977, the Title IX compliance officer in the district said flatly, "We do not have as extensive an athletics program for girls as for boys."[23]

By closing the case, the government permitted the district to impose unequal treatment on yet another generation of school girls.

HEW does not need a private complainant in order to investigate a school district's progress under Title IX. It can initiate, continue, and conclude cases of suspected sex discrimination entirely on its own. There is no reason to ignore evidence of discrimination simply because a citizen complainant is no longer willing or able to be actively involved.

Most of the cases HEW dropped for that reason—77 percent—involved discrimination affecting others besides the complainant. Even if the original complainant had graduated or moved on, government action could at least have ensured that future students and teachers would be spared the same kind of inequity.

The agency will sometimes act on that principle. In Aldine, Texas, for example, the Dallas office continued working on a case involving the exclusion of girls from auto mechanics, although the office had lost touch with the person who filed the complaint.

In dozens of other cases, though, the agency turned a blind eye to discrimination charges when the complainant dropped out.

Why does HEW act this way? The best answer seems to be convenience; it saves the government work.

HEW
Dropped Many Charges
It Should Have Investigated

22 percent of all complaints filed were dropped without an investigation.

About 60 percent of those could and should have been investigated.

77 percent of the cases dropped for reasons concerning the complainant's ability or desire to proceed included charges affecting others besides the complainant.

HEW Is Not Checking on More Than Complaints

Between the charges which HEW dropped, delayed, or investigated by mail with minimal attention from the staff, it is clear that the civil rights office has not been devoting much time or energy to Title IX complaints.

HEW officials have argued for some time that "balanced" civil rights enforcement has to include broad-ranging compliance checks independent of complaints. In 1975, for example, agency officials stated that "a methodical approach geared toward identifying and eliminating systemic discrimination" is more effective than a "reactive or complaint-oriented approach."[24]

Perhaps the civil rights office has been short-changing complaints in favor of broader reviews or other compliance checks taken on its own initiative.

It has not. The government has done very little on Title IX aside from the work it did on complaints.

In the years from 1972 to 1976, HEW began independent checks on 42 school districts which had not been prompted by complaints. By the end of 1976, only 12 were either finished or in the final stages. Eighteen of the others had been shelved for months, with no plans to resume work on them.

Though HEW describes such an independent "compliance review" as a "detailed examination" of "all aspects" of a school district's operation,[25] only nine of these 42 reviews were designed to include all parts of the school program in which sex discrimination is most likely to be found. A number of the reviews were begun primarily as race discrimination checks, with just a few questions about sex bias included.

In short, the agency began fewer than 50 independent reviews, and finished barely more than a handful. By and large, the reviews it did begin were no broader than the reviews sparked by complaints.

The agency's one massive, multi-million dollar review of the nation's biggest school district, New York City, overlooked one of the most obvious areas of sex discrimination — athletics. The investigation, which collected mounds of complex data, went on for four years. It was intended to expose discrimination based on race, ethnic origin, and sex, and it absorbed the time of almost all the investigators in the New York branch office during those years.

Despite all the time and money that went into the effort, the agency failed to collect even the most basic information needed to find out if the city's sports program was equitable for girls and boys.

In addition to its work in individual school districts, the civil rights office surveys representative districts around the country every other year, and does special surveys from time to time, so it will not have to depend entirely on complaints for information on school districts that may be discriminating.

Survey statistics showing clear or possible Title IX violations have been consistently ignored by HEW.

Over 200 school districts reported to HEW in 1973 that male and female students had to meet different requirements to graduate. Those differences are illegal under Title IX. By the end of 1976, only one of HEW's 11 regional offices, the Philadelphia office, had asked districts in its region to change the requirements.

An HEW survey of vocational schools in 1974 identified many possible Title IX violations, including 17 single-sex schools. The HEW report on the survey called these "open and shut" discrimination cases,[26] and declared, "the 17 single-sex institutions must be reviewed on site and plans [to open them to students of both sexes] must be negotiated."[27]

HEW did nothing about these schools until August of 1977, when three received letters about their admissions practices. Nor has HEW contacted the many others which the survey showed might be violating Title IX.

Adding It All Up

When you add it all up— action on complaints, other compliance checks, publicity, and so on— the government's accomplishments in over four years of work on Title IX were very small. Astonishingly small, given the resources at hand.

There are two ways to gauge the government's results in enforcing Title IX:

- by looking at HEW's record in ending discrimination charged in individual citizen complaints, and
- by looking at HEW's overall success in getting the nation's 16,000 school districts to stop discrimination based on sex.

On both counts, HEW's accomplishments are negligible.

The agency investigated and resolved only 179 complaints in four years— just one in five. Most people saw long delays or no action at all. Work on complaints was so sluggish that results, if they came, were often too late to bring justice to the people who asked for help.

The correspondence style of investigating complaints meant that most received no more than a superficial check. If discrimination was not blatant enough to appear in official documents and statistics, the government was liable to overlook it entirely.

In school districts where no one had filed a complaint, the chances that HEW might check on progress under Title IX were virtually nonexistent. As little as it was, HEW's work on citizen complaints was almost all the agency did to enforce the law.

As a result, the number of school districts in which the government secured any commitments to change unfair and illegal practices was woefully small.

In more than four years, the total count of commitments that government action secured from school districts or state education agencies can be quickly summarized:

- only 18 of the nation's 16,000 school districts agreed to change their employment practices;
- 21 agreed to upgrade sports programs for girls;
- 77 districts agreed to take steps to open up traditionally male or female courses to both male and female students;
- 20 agreed to change sex-biased student rules;
- 21 institutions agreed to miscellaneous other changes required by law.

That's it. In four years, with almost 900 complaints, over 100 staff people in 11 regional offices[28] devoting at least part of their time to Title IX, and a small army of staff people in Washington backing them up, these are the only accomplishments that can be documented from the government's own files. The knowledge that sex discrimination is now against the law has certainly sparked other changes, but these are the only results directly attributable to HEW in over four years of Title IX enforcement.

> *"There has to be a government resource for sexism complaints. What good is a law without an enforcing agent? Or is this a form of lip-service?"*
>
> Complainant
> Richboro, Penna.[29]

Inaction Has a Far-reaching Impact

The government's lackadaisical handling of sex discrimination charges has undermined respect for the law among ordinary people and among the school district authorities who must obey it.

A public belief that the government means business is absolutely essential to the enforcement of Title IX or any other civil rights law.

Every failure to act, every ignored complaint, each inexplicable delay conveys the impression that the government is not serious about the rights guaranteed by Title IX.

The woman who spearheaded the Pennsylvania NOW complaints against the three Beaver County school districts, which HEW's Philadelphia office mishandled so badly, put it succinctly:

When we first filed our complaint, the school people were really nervous.

Today, when you talk to someone in the school district, they just smile. They know nothing's going to happen.[29]

"Title IX is dead in a district that's been treated that way," says an HEW staffer familiar with the case. "These three districts feel like they can do anything."[30]

So do the districts which have bluntly told HEW they will not comply with Title IX.

HEW has never stopped or slowed the flow of federal dollars to a district which has defied the mandate of Title IX. Several have already done so with no reaction from the government.

School officials in Del Norte, Colorado, notified HEW in writing that they would not comply with provisions of the Title IX regulation in April, 1976.[31] As of December, 1977, more than a year and a half later, the district still has had no answer from HEW. Several other districts also have defied the law without suffering any penalty.

The impact of allowing districts to violate the law unpunished extends far beyond the communities directly involved.

The word gets out. Superintendents talk to superintendents, teachers to teachers. It doesn't take long before it is common knowledge: nothing serious is going to happen under Title IX.

The message that the government is not serious about Title IX is most damaging to the people whose

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rights Congress meant to protect. What kind of civics lesson is HEW offering the young people in school who try to assert their legal rights? How will the democracy hailed in all the textbooks strike a girl who has waited two or three years in vain for help in entering a vocational course, or in winning the chance to compete on the playing field?

Once a student or employee discovers that the government will not stand behind her right to equal treatment under Title IX, how likely is she to assert her rights the next time?

To the interested public, the spectacle of a government agency given to mindless delay and repeated changes of position conveys an equally damaging message. Because HEW's work under Title IX has been so minimal, citizens might well conclude that however difficult things may be locally, federal intervention will only make things worse. Public confidence in the government's ability to deal with real problems, already low, drops again.

Federal foot-dragging on Title IX has had a powerful negative impact on all the groups affected by the law: administrators who make policy for the public schools, school employees, students and their families, and ordinary citizens in the community.

Why HEW Did So Little With So Much

How HEW could have accomplished so little with the staff resources it has is, frankly, a mystery.

The agency's leaders, past and present, have acknowledged that its record in recent years on all the civil rights laws it administers has been poor.[1]

The chief excuse for the agency's poor performance has been, and continues to be, that it does not have enough staff to handle a flood of complaints coming in under Title IX, the laws against discrimination based on race, ethnic disability, and several other laws for which the civil rights office is responsible. The agency claims it just does not have the resources to do the job.

"Title VI and Title IX complaints are expanding rapidly and causing backlogs, which the office cannot accomplish with current resources," HEW told Congress, to justify its request for more staff early in 1976.[2]

The government continues to argue that the volume of complaints is placing impossible demands on its staff. In October of 1977, for instance, HEW went to court asking for relief from a consent order which requires the agency to meet strict deadlines in resolving many of its complaints.[3]

HEW's statements on the subject suggest a frazzled staff taxed to its limits by an overload of complaints. HEW currently claims, based on guesstimation, that people in the regional offices are logging nearly nine solid weeks of work on the average complaint[4]—more than double the estimate used a year ago. That's nine weeks of work, not nine weeks of time elapsed from start to finish.

Understaffing Is Not the Problem

The official picture could hardly be farther from the truth:

- **There has been no avalanche of complaints,** under Title IX or any other law affecting elementary and secondary schools. From 1973 to 1976, HEW received an average of just six complaints a year for each investigator assigned to work on discrimination cases involving the public schools (see Appendix E, table 1B). The number of complaints against elementary and secondary schools is rising, but the caseload is still a modest one. HEW's most recent statistics show that the agency's entire caseload at this level of education amounts to only nine complaints per investigator,[5] including the backlog of all unresolved cases left over from other years.

> *"If there were clear-cut policy decisions, the Title IX backlog could be fairly quickly reduced . . . I just don't think the problem is staff resources."*[25]
>
> Martin H. Gerry
> Former Director
> Office for Civil Rights

- **As civil rights responsibilities have grown, so has the HEW staff assigned to carry them out.** In 1970, the HEW civil rights office had 515 people; by June, 1977, the number had risen to 764. Moreover, HEW has, for several years, left scores of civil rights staff vacancies unfilled.

- **HEW spends very little time on the average Title IX complaint.** The claim that investigators average nine solid work weeks on the average complaint is simply absurd. The record shows that many Title IX cases receive little or no attention from the regional offices. They are dropped without an investigation, allowed to sit inactive for months, or investigated by an exchange of letters with the school superintendent. Agency staff is spending very little time on Title IX.

- **The total number of Title IX actions has been very small.** In four years, HEW resolved only 179 cases—an average of three-tenths of one complaint a year per investigator assigned to its elementary and secondary school unit. Even if the staff did average 44 days of work on each Title IX complaint, as the agency claims, that

would still work out to only 13 days per investigator per year devoted to Title IX cases that HEW actually resolved. Even if one accepts HEW's own inflated estimates of investigation time, the agency's negligible output is difficult to explain.

- **Nor is the civil rights office so busy with other kinds of complaints that it doesn't have time for Title IX.**
  HEW has been repeatedly criticized in recent years for a history of inaction on race discrimination.[6] Federal court judges in two law suits have ruled that HEW has not been enforcing the 1964 Civil Rights Act provisions barring racial discrimination in the public schools.[7] Clearly, the civil rights office is not working hard on race or ethnic discrimination, either.

If it is not a problem of too few staff, why has HEW accomplished so little under Title IX?

Sometimes HEW Cannot Make Up Its Mind

One major cause for inaction and long delays is clear: the government has had a terrible time making decisions about Title IX and how it applies.

So many different people need to approve every Title IX letter HEW sends out that cases can get stuck almost anywhere while a letter waits for approval.

Occasionally, the bottleneck is in the regions. The attorney's office in HEW's Denver branch, for example, has been a kind of Bermuda Triangle for Title IX complaints.

One well-documented case with 25 separate charges against a Longmont, Colorado, school district, languished there for 15 months.

> *"To get Title IX regulations was like pulling teeth with your fingers."*
>
> Senator Birch Bayh

By the time the attorney's office released the letter in June, 1977, the information underlying the conclusions in the case was out of date. Civil rights officials in the Denver office chose not to update the information. Instead, they dropped the case.[8]

Although pockets of confusion sometimes slow things down in the regions, most of the delays are traceable to indecision at high levels in Washington.

Top policy makers have been slow in making up their minds about what Title IX means, particularly on issues which may meet with resistance to equality for the sexes.

In 1972, when Title IX became law, the civil rights office was in disarray. The early years of vigorous federal intervention to achieve racial equality had stalled in the busing controversy. Federal civil rights enforcement was being challenged in the South and the North. Title IX appeared likely to be a further source of trouble and dissension, and the agency's response was to slow everything down.

Its first job was to write a regulation. For two years, almost nothing happened.

"To get Title IX regulations was like pulling teeth with your fingers," says Title IX's Senate sponsor, Indiana Senator Birch Bayh.[9]

Finally, in June of 1974, a draft regulation was issued, and the agency invited public comment by holding open meetings on Title IX in cities across the country. The outpouring of opinions was unprecedented. Almost 10,000 letters came in. Clearly, Title IX would be the subject of intense public interest and debate. It was another year before HEW released a revised and final regulation.

The three-year wait was a drag on Title IX enforcement. Until the regulation was released, final

action on complaints raising undecided questions about the law's meaning had to wait. Complaints about sex-biased textbooks, for example, had to await a final decision about whether they would be covered.

However, many charges in Title IX complaints involve unambiguous inequities. The civil rights office, with more than five years of experience on race bias cases, did not need a regulation to establish, for example, that it was discriminatory to bar girls from shop courses, offer six sports for boys and none for girls, or pay men coaches $600 while women coached for nothing. Nor did the agency need a regulation to spell out principles of equity in employment, where several other civil rights laws and a sizable body of case law were already on the books.

Some officials within the agency did manage to gather evidence and resolve cases on almost every issue before the final regulation was released. Enforcement staff in the regions had a green light from headquarters in Washington to investigate complaints and draw conclusions about any issues in which the meaning of discrimination was relatively clear.

Even on issues where the specific language of the regulation was being hotly debated, the agency could have made a head start by investigating facts in the meantime.

Sometimes it did, and sometimes it didn't. Overall, the three year wait for a regulation slowed down action on Title IX more than it had to.

Confusion inside HEW and out, about what the government considers to be illegal under Title IX, was not ended by the regulation. On some of the trickiest and most controversial subjects, like sports, the language was purposely vague. "Since the final regulations came into effect," said one observer of collegiate athletic programs, "I've been up and down the eastern seaboard, and the only action I can see is people trying to figure out what it means."[10]

HEW itself has been tied up in knots trying to interpret its own regulation, and enforcement has been hamstrung because of it. For two years, the agency has been unable to decide if soccer should be considered a "contact sport" under the regulation. The question is crucial for thousands of girls who want to play soccer, since the regulation lets schools bar girls from participating in contact sports if there is only one team.

Complaints involving girls who want to play soccer are sitting, as we go to press in December, 1977, waiting for civil rights officials in Washington to make that decision. The ruling, when it finally comes, will be too late for thousands of girls denied the chance to play in the two years HEW has been making up its mind.

> *"The OCR staff don't know what the policy is unless they read it in the newspaper."*
>
> Former HEW staffer

Even clear decisions have been clouded or reversed after they have been made. HEW began reinterpreting sports provisions of the regulation two months after it took effect. The regulation was under fire from college football coaches and the National Collegiate Athletic Association. In September, 1975, the agency produced a new policy statement on sports that appears to weaken the impact of the regulation on several important issues.[11]

Controversies large and small have prompted a flurry of shifts and reversals in HEW pronouncements about what is legal and what is not under Title IX. One question — if schools can tell boys, but not girls, how long to wear their hair — has been decided and undecided twice since the regulation came out. For the last year, HEW has held up a raft of complaints on personal grooming rules pending yet a third decision about whether or not they are legal.

All this uncertainty, ambiguity, and shifting of ground has sown confusion among the ranks of HEW's enforcement staff, who are regularly called on to interpret the law. "The OCR staff don't know what the policy is unless they read it in the newspaper,"[13] says a former staff person who worked on Title IX.

An outside management study of the civil rights office, conducted in 1975, reported that uncertainty about how the law should be interpreted was a direct cause of delays in regional work on cases. According to the study, most people in the regional offices said that clearer guidance was simply not available. "It isn't that someone knows and isn't telling them, it is because no one knows."[13]

Regional people are bitter about what they see as the failure of higher-ups in Washington, who bottle up their cases and regularly remake decisions if controversy threatens. If, in negotiating with a school district, regional officers use agency policy to decide an issue one way only to find that superiors in Washington have reversed the policy, they lose credibility in the eyes of local administrators. One officer, talking about the changing signals from Washington said "I'm tired of being the jackass. Give us the compliance tools to do the job, or the hell with it."[14]

> *"By the time a letter is cleared, it's not even valid."*
>
> HEW regional official

Decisions Get Stalled at the Top

In August, 1976, the Washington office of HEW stopped making decisions about how Title IX applies to specific situations. Enforcement ground almost to a halt.

That summer, headlines were ridiculing an HEW decision on father-son school banquets shortly before the presidential election. Under pressure from the White House to prevent a repeat of such public embarrassment, agency leaders decided that Title IX policy-making was too loaded to be trusted to their own staff in the regions. All regional authority to interpret Title IX in any way without prior approval from Washington was abolished.[15]

Almost every letter connected with Title IX had to go through an elaborate approval process before it could be sent out. The process, which was to funnel all Title IX pronouncements through headquarters, reduced activity under the law to a trickle. The end of the funnel was blocked.

For ten months, from August, 1976 to June, 1977, HEW officials in Washington allowed almost no written communications on Title IX out of the office. Privately, Health, Education, and Welfare leaders acknowledged that they felt the best way to avoid controversy was to make no decisions at all. The "moratorium" on policy making, as HEW staff began to call it, was on. Hundreds of letters began to pile up in Washington, where they would sit for months. Title IX enforcement, hardly vigorous to start with, came to a virtual standstill across the country.

Even the most routine letters and actions were caught in the jam. Complaint investigations were stopped dead for months while letters to school districts asking for information waited for Washington clearance.

"Emergency" cases, for which regional staff people asked special rush treatment to avoid irrevocable harm to the complainant, were stalled along with the rest.

The impact on enforcement has been drastic. "The moratorium put us out of business," said a regional official this summer.[16]

For sheer waste of time and taxpayers' money, the moratorium has been very expensive. "By the time a letter is cleared, it's not even valid," says an HEW official in Boston.[17] When cases are stalled for so long that the conclusions are no longer valid, HEW has to go back and reconsider them in the light of new information.

As always, people waiting for action on their complaints have been the biggest losers. The decision not to make decisions on Title IX has fueled cynicism about how seriously the government means to treat the rights of women, and further undermined respect for the law. People on all sides of the controversy agree that HEW's performance has been a disaster.

"The Wizard of Ooze," U.S. Representative Joe Waggonner dubbed HEW in a hearing on Title IX. "They don't have a fixed position. ... They just change positions as they need to fit whatever the circumstances might be."[18]

> *"There were a lot of these policies that were clear for a period of time and then they became unclear."*[26]
>
> Martin Gerry

HEW civil rights director David Tatel described the impact this way:

The alternative to clear policy has been on display... The result has been chaos, and, although I don't like to say it, public contempt for a program with a high purpose.[19]

Other Theories About What Goes Wrong

The reluctance of HEW's leadership to decide what the law means only partly explains why HEW has done so little, and done that poorly, to enforce Title IX.

Sex discrimination charges have consistently received cavalier treatment at all levels and in all of HEW's offices from Boston to Seattle to Washington, D.C.

> *"It's not respectable to work on Title IX in the agency."*
>
> HEW investigator

A hard look at the record offers no satisfying explanation.

It is clear that the cause is not a shortage of staff.

The reluctance of decision makers at the top to make firm decisions about Title IX if they may be controversial has certainly blocked action on some issues.

But what about all the cases that sit inactive for months, without ever reaching the point of a decision? Why do staff people in the regions let school districts and complainants wait, with no word, for the year or year and a half it sometimes takes the agency to write a letter?

How does one explain the agency's habit of conducting Title IX investigations by the U.S. mail, without even talking to witnesses or the possible victims of discrimination? Or the tendency to take official school assurances at face value, despite evidence that districts have not shown a commitment to equality for women?

Some call it mismanagement — bureaucratic inefficiency at its very worst. The General Accounting Office (GAO), Congress' audit and federal watchdog agency, focused on the management problems last year, when it tried to evaluate the effectiveness of HEW's civil rights work, including Title IX enforcement. GAO found disorganization, poor communications between the Washington and branch offices, and a lack of compliance standards to guide the staff.[20]

The study also found HEW has so little basic information about its own civil rights work that it was impossible to evaluate the agency's effectiveness.

It shows "just what a mess we have here," commented Senator Birch Bayh, who had asked for the study.[21]

But the paralysis that has plagued Title IX enforcement goes far beyond inefficiency.

Some observers feel it is part and parcel of a long retreat from the federal commitment to equal rights for all since the mid-1960's, when a national concern for racial justice was at its height.

Others think, as one insider says, that "not many [HEW] people see the urgency of sex discrimination."[22] "It's not respectable to work on Title IX in the agency," says another. "On a Title IX complaint, they throw anything together."[23]

Certainly the civil rights office's own employment record, with men comprising five-sixths of the top 200 professionals, does not suggest a strong institutional commitment to ending discrimination against women.

The last director of the HEW civil rights office offers another explanation: politics. Title IX, he says, has been controversial: "extremely politically sensitive." So the law has, he says, been "subject to both intended and unintended neglect."[24]

All of these causes — an unwillingness to face up to the controversy attending any legislation calling for social change, indifference to the severity of discrimination women encounter, a general retreat from active civil rights enforcement, bad management, lack of decisive leadership — contribute to the disaster that has been Title IX's administrative history.

> *"The sex discrimination statute is extremely politically sensitive, publicly volatile, ... peculiarly subject to hesitation, and ... subject to both intended and unintended neglect."*

What You Can Do

Whatever the reasons the law against sex discrimination in education has been neglected for half a decade, there are two things to say about them. None of the excuses matter to the people who have lost scholarships, or jobs, or the chance to compete, or learn a marketable skill.

And none of the reasons have to be. If government leaders, from the President on down, insist on results in enforcing the law, there will be results. HEW has the tools, it has the staff, and it has the law. All that is needed is the will.

As the law of the land, Title IX is entitled to the respect of all those responsible for educating our children with public funds. The people who need help in securing their rights are entitled to an administering agency which is serious about enforcement, which pursues a full-hearted commitment to the original promise the law holds forth—to make a better future for our children.

President Carter and his appointees at HEW will have a lot to say about whether the government takes the law any more seriously in the next five years than it has in the last.

But no one has to wait for them to decide.

Elected officials answer to the public, whether they preside over the Cabinet in Washington, or sit on a local school board.

Law or no law, they act fastest when taxpayers demand that they do.

If you want to know how your own schools are doing under Title IX, just ask. Check on the sports teams, or vocational classes, or who is taking shop. Let your local officials know you support a fair shake for girls and boys.

And if you are curious about how well the federal government has stood by the law in your area, check the back of this book, where there is a list of school districts charged with sex discrimination during the first four years of Title IX. If there is one in your area, you might want to try your own quiet citizen's check on the quality of the federal government's work. Call the school district and ask what HEW did about the complaint. Did the federal government do what you think the taxpayers have a right to expect?

And let the President know you expect him to enforce the law Congress enacted five years ago.

Our children aren't getting any younger.

Appendices

Appendix A	Footnotes
Appendix B	Selected Resources on Title IX
Appendix C	Regional HEW Civil Rights Offices
Appendix D	Methodology of the PEER Study
Appendix E	Charts and Tables on HEW's Complaint Handling Process
Appendix F	School Districts Charged with Violations, 1972 to October 1976

Appendix A

Footnotes

A Look at What Is Wrong Page 7

1 Case 5-73-9, OCR Region V, complaint against the Livonia Public Schools, Livonia, Mich.

2 Case 2-73-27, OCR Region II, complaint against the Pompton Lakes School District, Pompton Lakes, N.J.

3 Case 5-73-3, OCR Region V, complaint against the Minneapolis-St. Paul Public Schools, Minneapolis, Minn., and 27 suburban school districts.

4 We define a resolved complaint as a closed complaint in which HEW made a finding, or in which the school district agreed to make changes acceptable to HEW before a finding was made.

5 Unreferenced statistics appearing throughout the report are drawn from the PEER study of Title IX enforcement. Unless otherwise specified, the period referred to in the text as four years is the period from June, 1972, when the law went into effect, until October 1, 1976, the closing date of our study. See Appendix D for a discussion of the methodology of the study and Appendix E for selected additional data.

6 This figure was arrived at by dividing the cumulative total of Title IX complaints received during the four years under study (858) by the cumulative total of investigators employed by the regions during the same period (533). Source for data on complaints: U.S., Department of Health, Education, and Welfare, Office for Civil Rights, table, "Elementary and Secondary Education Complaints, January 1, 1973-June 30, 1977." Source for data on number of investigators: U.S., Department of Health, Education, and Welfare, Office for Civil Rights, annually published *Staffing Plans* for Fiscal Years '73-'77.

7 Ibid. This figure was arrived at by dividing the number of complaints filed under Title VI and Section 504 complaints received during 1973-1976 (2255), by the number of investigators employed during the same period (533).

8 Information on HEW activity on complaints since PEER's study ended was obtained from U.S., Department of Health, Education, and Welfare, Office for Civil Rights, table, "Elementary and Secondary Education Complaints, January 1, 1973-June 30, 1977."

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What Is Title IX? Page 9

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6 Ibid.

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8 Ibid., p. 4.

9 U.S., Department of Health, Education, and Welfare, Office of Education, Bureau of Occupational and Adult Education, *Comparative Analysis of Vocational Education Enrollment by Sex in Fiscal Years 1972 and 1975*, undated, p. 8. N.B. Delaware, Illinois, Maine, Rhode Island, South Carolina, American Samoa, Guam and the Trust Territories did not report data, and California did not supply data by occupational program. Therefore, percentage does not reflect enrollment in those states and territories.

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11 Lenore J. Weitzman and Diane Rizzo, "Images of Males and Females in Elementary School Textbooks in Five Subject Areas," *Biased Textbooks* (Washington, D.C.: Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, 1974), p. 5.

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14 Women on Words and Images, *Help Wanted: Sexism in Career Education Materials* (Princeton, N.J.: Women on Words and Images, 1975) pp. 6-7.

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17 Sara Davidson, "The Myth of Happily Ever After," *Woman's Day*, May 1974.

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Why People File Complaints Page 19

1 Through October 1, 1976. Throughout the report, we refer to the period from June 1972 to October 1976 as four years, for the sake of simplicity.

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4 Case 1-73-1, OCR Region I, complaint against the Watertown School District, Watertown, Mass.

5 Case 3-74-11, OCR Region III, complaint against the Center Township School District, Monaca, Pa.

6 Case 3-74-13, OCR Region III, complaint against the Hopewell Area School District, Aliquippa, Pa.

7 Case 3-74-12, OCR Region III, complaint against the Western Beaver County School District, Midland, Pa.

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11 Case 3-75-68, OCR Region III, Complaint against the Avonworth School District, Pittsburgh, Pa.

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13 Case without log number, filed 20 December 1972, OCR Region II, complaint against the Montclair Public Schools, Montclair, N.J.

14 Case 4-74-45, OCR Region IV, complaint against the Hillsborough County School District, Tampa, Fla.

15 Telephone interview with Laura van Etten, complainant, 27 May 1977.

16 Case 7-75-2, OCR Region VII, Complaint against the Omaha Public Schools, Omaha, Neb.

17 Case 10-73-2, OCR Region X, complaint against the Edmonds School District No. 15, Lynnwood, Wash.

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19 Response to PEER's complainant questionnaire from Louise De Lago, complainant against the Council Rock School District, Richboro, Pa. Complaint filed 23 November 1976, OCR Region III.

20 Response to PEER's complainant questionnaire from complainant against the Lee County School District, Ft. Myers, Fla., case 4-74-17, OCR Region IV.

21 Response to PEER's complainant questionnaire from complainant against the Friendswood Independent School District, Friendswood, Tex., case 6-74-301, OCR Region VI.

22 Case 2-73-27, OCR Region II, complaint against the Pompton Lakes School District, Pompton Lakes, N.J.

23 Telephone interview with Aldonia Usinowics, Title IX coordinator and principal, Pompton Lakes School District, Pompton Lakes, N.J., 27 March 1977.

24 U.S., Department of Health, Education, and Welfare, press release, "Proposed Procedural Regulation for Civil Rights Enforcement," June 1975, p. 5.

25 In March 1977, for example, the acting director of the Office for Civil Rights told a Senate committee: "A compliance review, as differentiated from a complaint review, is a detailed examination of all aspects of the operation of a recipient in order to determine whether the requirements of the applicable civil rights mandates are being met." Albert T. Hamlin, Acting Director, Office for Civil Rights. U.S., Congress, Senate, Committee on Appropriations Hearings, *Departments of Labor and Health, Education, and Welfare and Related Agencies Appropriations Fiscal Year 1978 (H.R. 7555)*, 95th Cong., 1st sess., *Part 3*, p. 2452 (31 March 1977).

26 U.S., Department of Health, Education, and Welfare, Office for Civil Rights, *A Guide to Compliance Enforcement in Area Vocational-Education Schools*, May 1974, p. 42.

27 Ibid., pp. 43-44.

28 This figure represents an average number of staff assigned during the period between 30 June 1973 and 30 June 1976 to conduct investigations and negotiate remedies in the 11 OCR regional offices. See U.S., Department of Health, Education, and Welfare, Office for Civil Rights, annually published *Staffing Plans* for Fiscal Years '73-'77.

29 Telephone interview with Jeanne Doyle, former chair, Beaver County Chapter, National Organization for Women, 14 September 1977.

30 Telephone interview with an OCR investigator, 14 September 1977.

31 Case 8-75-33, OCR Region VIII, complaint against the Del Norte School District C7, Del Norte, Co.

32 Telephone interview with an OCR investigator, 20 December 1976

Why HEW Did So Little with So Much Page 33

1 HEW officials have made numerous statements to this effect. For example, the current director of the Office for Civil Rights told a federal court in June 1977: "I fully understand that in the past, OCR has failed to enforce the civil rights laws in accordance with congressional mandates and that lawsuits were necessary to mobilize this Department's enforcement energies." David Tatel, affidavit filed in *Kenneth Adams v. Joseph A. Califano, Jr.*, U.S. District Court for the District of Columbia, Civ. Act. No. 3095-70, 6 June 1977, p. 3.

2 U.S., Department of Health, Education, and Welfare, *Justifications of Appropriation Estimates for Committee on Appropriations, Fiscal Year 1977, Departmental Management*, undated, p. 6.

3 "Defendants' Motion to Consolidate Actions, for Leave to File a Consolidated Order, and for Enlargement of Time," in *Kenneth Adams v. Joseph A. Califano, Jr.*, U.S. District Court for the District of Columbia, Civ. Act. No. 3095-70, 6 June 1977.

4 U.S., Department of Health, Education, and Welfare, Office for Civil Rights, "Non-Discrimination in Federally Assisted Programs Proposed Annual Operating Plan for FY 1978," p. 27.

5 As of 30 June 1977, HEW had 1458 pending complaints against elementary and secondary education institutions: 708 Title IX complaints, 696 race and ethnic discrimination complaints brought under Title VI of the 1964 Civil Rights Act, and 54 complaints of discrimination against the handicapped brought under Section 504 of the Rehabilitation Act of 1973. The 11 HEW regional offices had a total of 164 investigators assigned to discrimination cases involving the public schools. Thus HEW had an average of 8.9 complaints per investigator. Source for data on complaints is U.S., Department of Health, Education, and Welfare, Office for Civil Rights, table, "Elementary and Secondary Education Complaints, January 1, 1973-June 30, 1977." Source for data on number of investigators is U.S., Department of Health, Education, and Welfare, Office for Civil Rights, annually published *Staffing Plans* for Fiscal Years '73-'77.

6 See, for example, Center for National Policy Review, *Justice Delayed and Denied: HEW and Northern School Desegregation* (Washington, D.C.: Center for National Policy Review, 1974) and U.S., Commission on Civil Rights, *The Federal Civil Rights Enforcement Effort—1974, Vol. III, To Ensure Equal Educational Opportunity*, January 1975.

7 "Summary Judgment," *Brown v. Mathews*, 417 F. Supp. 1215. "Consent Order," *Kenneth Adams v. David Mathews*, U.S. District Court for the District of Columbia, Civ. Act. No. 3095-70, 14 June 1976.

8 Case 8-74-13, OCR Region VIII, complaint against the St. Vrain Valley School District, Longmont, Co.

9 U.S., Congress, Senate, Committee on Appropriations, Hearings, *Departments of Labor and Health, Education, and Welfare and Related Agencies Appropriations Fiscal Year 1978 (H.R. 7555)*, 95th Cong., 1st sess., *Part 3*, p. 2459 (31 March 1977).

10 Cal Papatsos, Queens College, quoted in "Shedding Light on Title IX," *WomenSports*, February 1976, p. 44.

11 The September paper particularly muddied the water on the issue of athletics scholarships, which had been relatively clear in the regulation. See U.S., Department of Health, Education, and Welfare, *Memorandum, Subject: Elimination of Sex Discrimination in Athletic Programs*, September 1975.

12 Interview with HEW headquarters staff person, 8 July 1976.

13 E. H. White and Co., Inc., *Manpower Utilization Survey*, Vol. I, Chapt. II, Sec. F, 31 October 1975, p. 6.

14 Telephone interview with Virginia Balderrama, then Chief, Elementary and Secondary Education Branch, OCR Region X, 24 March 1977.

15 Martin H. Gerry, Director, OCR, *Memorandum, Subject: Title IX Policy Task Group*, 21 September 1976.

16 Interview with regional education branch chief, OCR Elementary and Secondary Education Division, 23 September 1977.

17 Telephone interview with Maria Montalvo, Chief, Elementary and Secondary Education Branch, OCR Region I, 11 April 1977.

18 U.S., Congress, House, Committee on Education and Labor, *Sex Discrimination Regulations, Hearings before the Subcommittee on Postsecondary Education of the Committee on Education and Labor*, 94th Cong., 1st sess., 1975, p. 427.

19 David S. Tatel, Director, OCR, press release, statement to the OCR staff, 2 June 1977, p. 2.

20 Elmer B. Staats, Comptroller General of the United States, letter report to Senator Birch Bayh on a review by the General Accounting Office of management and use of resources in the Office for Civil Rights, Department of Health, Education, and Welfare. GAO Report No. HRD-77-78, 30 March 1977.

21 Quoted in *Education Daily*, Vol. 10, No. 65, 5 April 1977, p. 5.

22 Telephone interview with former HEW attorney working on civil rights, 7 March 1977.

23 Telephone interview with an OCR investigator, 20 December 1976.

24 Martin H. Gerry, former Director, OCR, deposition in *Women's Equity Action League v. Joseph A. Califano, Jr.*, Civ. Act. No. 74-1720 and *Kenneth Adams v. Joseph A. Califano, Jr.*, Act. No. 3095-70, U.S. District Court for the District of Columbia, 20 June 1977, p. 84.

25 Ibid., p. 97.

26 Ibid., p. 98.

Appendix B

Selected Resources on Title IX

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American Friends Service Committee, Southeastern Public Education Program. *Almost as Fairly: The First Year of Title IX Implementation in Six Southern States.* Atlanta, Ga.: American Friends Service Committee, 1977.

Outlines the results of in-depth study of Title IX compliance in 21 southern school districts.

Fishel, Andrew and Pottker, Janice. *National Politics and Sex Discrimination in Education.* Lexington, Mass.: D. C. Heath and Co., 1977.

A series of case studies on national policy-making on issues concerning women in education. Includes one on the development of the Title IX Regulation.

McClure, Phyllis. *Title VI and Title IX Compliance by the Office for Civil Rights in State-Operated Special Purpose and Vocational Schools Pursuant to* Adams v. Mathews. Washington, D.C.: NAACP Legal Defense and Educational Fund, Inc., 1976.

Examines and criticizes HEW's enforcement activities under the laws barring race and sex discrimination with respect to schools run by the states.

Staats, Elmer B., Comptroller General of the United States. Letter report to Senator Birch Bayh on a review by the General Accounting Office of management and use of resources in the Office for Civil Rights, Department of Health, Education, and Welfare. GAO Report No. HRD-77-78, 30 March 1977.

Points out that "a general across-the-board absence of basic management information ... severely hampered" GAO's audit work at the civil rights office.

Title IX of the Education Amendments of 1972: *Prohibition of Sex Discrimination,* P.L. 92-318, enacted June 23, 1972. *U.S. Code,* Title 20, sec. 1681.

The law which, in general, protects students and employees from sex discrimination in institutions receiving federal education aid.

U.S. Congress. House. Committee on Education and Labor. *Discrimination Against Women. Hearings before the Special Subcommittee on Education of the Committee on Education and Labor on Section 805 of H.R. 16098, Part 1,* 91st Cong., 2nd sess., 1970. And *Part 2,* 91st Cong., 2nd sess., 1971.

The first congressional hearings ever held documenting the existence and extent of sex discrimination in education. These hearings led to the passage of Title IX.

U.S. Congress. House. Committee on Education and Labor. *Sex Discrimination Regulations. Hearings before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, 94th Cong., 1st sess., 1975.*

Hearings on the final Title IX regulation issued by HEW in June, 1975.

Appendix C

Regional HEW Civil Rights Offices

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Region 1

Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
John G. Bynoe, Director
Office for Civil Rights, DHEW
140 Federal St., 14th Floor
Boston, Mass. 02110
(617) 223-6397

Region 2

New Jersey, New York, Puerto Rico, Virgin Islands
William R. Valentine,
Acting Director
Office for Civil Rights, DHEW
26 Federal Plaza
New York, N.Y. 10007
(212) 264-4633

Region 3

Delaware, Maryland, Pennsylvania, Virginia, District of Columbia, West Virginia
Dewey Dodds, Director
Office for Civil Rights, DHEW
3535 Market Street, P.O. Box 13716
Philadelphia, Pa. 19101
(215) 596-6771

Region 4

Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee
William Thomas, Director
Office for Civil Rights, DHEW
101 Marietta Street, N.W.
Atlanta, Ga. 30323
(404) 221-5930

Region 5

Illinois, Minnesota, Wisconsin
Kenneth A. Mines, Director
Office for Civil Rights, DHEW
300 South Wacker Dr., 8th Floor
Chicago, Ill. 60606
(312) 353-2520

Michigan, Ohio, Indiana
Ortha Barr, Director
Office for Civil Rights, DHEW
55 Erieview Plaza, Room 222
Cleveland, Ohio 44114
(216) 522-4970

Region 6

Arkansas, Louisiana, New Mexico, Oklahoma, Texas
Dorothy Stuck, Director
Office for Civil Rights, DHEW
1200 Main Tower Bldg., 19th Floor
Dallas, Texas 75202
(214) 655-4005

Region 7

Iowa, Kansas, Missouri, Nebraska
Taylor D. August, Director
Office for Civil Rights, DHEW
1150 Grand Ave., 7th Floor
Kansas City, Mo. 64106
(816) 374-2474

Region 8

Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming
Gilbert D. Roman, Director
Office for Civil Rights, DHEW
1961 Stout St.
Denver, Co. 80294
(303) 837-4345

Region 9

Arizona, California, Hawaii, Nevada
Floyd L. Pierce, Director
Office for Civil Rights, DHEW
100 Van Ness Ave., 14th Floor
San Francisco, Ca. 94102
(415) 556-8586

Region 10

Alaska, Idaho, Oregon, Washington
Marlaina Kiner, Director
Office for Civil Rights, DHEW
1321 Second Ave.
M/S 508
Seattle, Washington 98101
(206) 442-0473

Appendix D

Methodology of the PEER Study

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Locating the Cases and Deciding the Parameters of the Study

PEER's survey covered all cases in the HEW files concerning the Title IX compliance status of elementary and secondary institutions and state education agencies filed or initiated by HEW between the law's enactment in June, 1972, and October 1, 1976. The cases included complaints filed by individuals or organizations and 42 compliance reviews: a total of 913 cases.

Our first step was to obtain a current count of complaints and compliance reviews to determine the size of the universe. The numbers provided by HEW were both incomplete and contradictory. We found that the most reliable method for obtaining this basic information was to extract it directly from records kept by the 11 regional offices. Each regional office kept a log of the complaints it received, which was submitted to HEW's central office in Washington, D.C., at the end of each quarter. Since the logs listed all elementary and secondary school complaints filed under both Title IX and Title VI of the 1964 Civil Rights Act in chronological order by the date of receipt rather than by statute, we began by making a list of Title IX complaints from the logs and transferring them to our own log sheets. These log sheets were then used as the basis for the study of complaints.

We examined the files on all "compliance reviews." HEW had no system for keeping track of compliance reviews and their status. Compliance reviews did not appear on the complaint logs. The agency did list six Title IX reviews to be conducted during fiscal year 1976 in its "Annual Enforcement Plan" issued for that fiscal year. However, as late as the end of the third quarter of the fiscal year (March 31, 1976), some of the sites for those reviews still had not been chosen. We decided that, under the circumstances, the most reliable method for obtaining a complete list of reviews would be to write to each regional office and request that they identify the Title IX compliance reviews the offices had conducted or were conducting. The HEW offices identified 42 reviews initiated without first receiving a complaint.

Collecting the Data

The survey process began with the development of a case analysis form. The form was first field tested in two of the HEW regional offices: Philadelphia and New York (Regions II and III). The form was revised in light of the field tests.

Volunteers were recruited and trained to collect the data in four of the 11 cities with regional offices. PEER staff conducted the research in the seven remaining cities.

Chicago, Cleveland, Atlanta and San Francisco were selected as sites for the volunteer regional monitoring projects. This combination offered a geographical spread and a variety of demographic characteristics and enforcement problems. Another primary consideration in picking locations was the number of potential volunteers expected to be available in the area.

Having received expressions of interest and support from national organizations such as NOW, the League of Women Voters and the American Association of University Women prior to beginning work on the regional monitoring project, PEER contacted members of those groups in the selected cities to inform them of the project and recruit volunteers. More than 50 volunteers were recruited.

A two-day training session was held in each of the four cities. The training was designed to familiarize the monitors with Title IX and its implementing regulation; the Freedom of Information Act; HEW's Office for Civil Rights, its organization, responsibilities under the law and methods of operation. In addition, monitors were trained in the use of the case survey instrument and case analysis.

In each city, a local coordinator was selected to allocate tasks to individual monitoring teams, usually made up of two people. She received and reviewed their reports for accuracy and completeness. The coordinator acted as chief liaison between PEER and the monitors.

Data from the other seven regional HEW offices were collected by PEER's four-person research staff. Researchers, whether local volunteers or part of PEER's own staff, did the preliminary analysis of the files while on the premises of the HEW regional offices. Researchers spent a minimum of five days at each of the regional offices. In addition, before the study was completed, a PEER staff member had visited every regional office, including the four sites where volunteers conducted most of the research.

PEER made a significant effort to assure a high quality in the data coding. After each survey was returned to PEER, it was checked in detail at least two times by PEER research staff for errors and questionable judgment. Where necessary, corrections were made. Judgmental decisions were consciously and consistently biased so as to be advantageous to HEW. In addition, PEER shared a preliminary draft with HEW officials in the regions and headquarters offices to clarify any disagreements about PEER's representation of the facts in any case histories. However, HEW was given no final decision-making power regarding any ideas or statements in the report.

Case File Analysis

Under an agreement reached in advance with HEW officials in Washington, regional offices were to make available

to PEER researchers a copy of all documents in each Title IX file, under the Freedom of Information Act. In order to protect the confidentiality of complainants, the regions provided PEER with copies of the documents with the names and addresses of the complainants excised.

The survey forms were designed to lead the researcher through a step-by-step analysis of each case file, beginning with an articulation of the potential violations under investigation, following with a description of the sequence of events in a case's history, and then a description and evaluation of HEW's actions.

Before answering any questions about HEW's actions on a complaint or a review, researchers listed and described all the documents in a case file, in chronological order. This process was designed to clarify all the details and the sequence of events in a case history. So that further analysis and documentation would be possible, researchers attached a copy of several kinds of key documents to the survey forms for each case: a copy of the complaint or, in the case of compliance reviews, the initial request to the school district for data; the investigator's report, if any; the letter of findings, if any; any correspondence specifying the remedies the district agreed to undertake; and in cases where the complaint was referred to another agency, the letter to the complainant notifying him or her of the referral.

Once the researchers had listed and described the documents in the case file, she or he was asked to categorize the case in terms of its status at HEW. If it was still active, at what stage in the process was it? If it was closed, why was it closed? When the files presented an incomplete history, or their facts were unclear, the researcher interviewed the investigator who handled the case. If the investigator no longer worked in the regional office, the person interviewed was a staff person identified by HEW as the one next most knowledgeable about the case.

The discussion below presents a summary of the survey instrument used for our primary data collection. Although it is too lengthy to include in this report, a copy of the survey instrument is available upon request.

The basic information collected about each case was:

- the type of case (complaint, compliance review, or complaint expanded into a compliance review);
- the HEW region which received the complaint or conducted the review;
- the name of the school district and the state in which it was located;
- the date the complaint was filed or the compliance review begun;
- the types of violations alleged in the complaint or targeted for investigation by HEW;
- the status of the case (open or closed) as of October 1, 1976.

Depending upon the case's status, several other questions were answered. The most complex analyses were done for complaints or reviews in which HEW had made a finding. Since HEW makes findings on each allegation in a case rather than on a case as a whole, it was necessary to track HEW's actions on each allegation included in a complaint, once a finding had been made. Forty-two percent of the cases—complaints and reviews combined—had more than one potential violation under review.

In some instances, HEW added issues to a complaint investigation. Therefore, each allegation was first identified as either a charge filed in a complaint or a charge HEW decided to investigate on its own. The information collected on each allegation or issue with a finding included:

- the type of allegation;
- the type of finding;
- whether or not the data collection effort by HEW was adequate, as defined by the agency's own guidelines for investigations set forth in the agency's manual for investigating Title IX complaints;
- whether the evidence in the file was consistent with the finding;
- the type of remedy, if any;
- whether the allegation or issue charged discrimination against an individual, a class of people, or both;
- whether the remedy brought relief to an individual, a class, or both

In addition, we collected the following information about each case with a finding:

- the type of investigation;
- the method by which HEW monitored any corrective actions agreed to by the school district.

A different set of analyses was developed for complaints closed without an investigation and finding. HEW's reasons for closing a complaint in this manner varied considerably. The survey instrument grouped the reasons into the following five categories:

- a complainant did not respond to an attempt by HEW to contact him or her;
- a complainant withdrew the complaint;

- HEW decided it had no jurisdiction over the issue or issues raised in the complaint;
- HEW had jurisdiction, but referred the complaint to another government agency;
- HEW closed the complaint for reasons not covered by the above categories.

A separate questionnaire form was developed to ask further questions appropriate for each kind of administrative closure. Basically, the information collected was aimed at assessing the appropriateness of the reason for closure, and in certain types of cases, determining whether HEW took steps to inform the complainant of its action in closing the case.

Data Analysis

PEER ran descriptive statistics and cross tabulations using the Statistical Package for the Social Sciences (SPSS). Tests of significance were set at the .05 level, using chi-square (x^2) distributions. Statistics for most variables were compared across time periods, HEW regions, and types of allegations. Major cross tabulations were:

- **For complaints:**
  - Status
    - by HEW region
    - by date filed
    - by timeperiod in which filed (pre/interim/post regulation)
    - by length of time open
  - Projected speed of closure
    - by region
    - by timeperiod
  - Type of proof received for remedies
    - by region
    - by number of allegations
  - Date of filing
    - by geographical region
- **For all allegations:**
  - Type
    - by geographical region
    - by date filed
    - by timeperiod in which complaint was filed
    - by HEW region
- **For allegations with a finding:**
  - Type
    - by type of HEW finding
    - by type of remedy
    - by type of victim
    - by timeperiod in which complaint was filed
  - Type of victim
    - by type of remedy

Several more detailed analyses were carried out for particular subgroups of complaints and reviews: cases in which the HEW data collection had been identified as inadequate according to the guidelines in the HEW Title IX manual for investigators; cases in which a finding had been identified as inconsistent with the data collected; and cases with a finding in which one or more of the allegations had not been ruled upon by HEW.

Charts and tables in Appendix E present some of the data on regional variation and variation by type of allegation. This report was meant to present our findings on the national level, to a lay readership. Subsequent papers, planned for publication in the near future, will analyze in greater detail issues such as regional variation and variation in HEW action on different types of allegations of discrimination.

Questionnaire to Complainants

In addition to the analysis of HEW case files, PEER sought information about the experiences of people who had filed Title IX complaints. We developed a questionnaire to obtain their assessment of the way HEW handled their complaint, whether HEW let them know about the progress of their case, and whether they felt satisfied with the outcome of having filed a complaint.

Because HEW kept the names of complainants confidential, we had to conduct an independent search. We attempted to locate complainants by sending out questionnaires to key segments of our mailing list, and by placing announcements in the newsletters of several feminist organizations. Altogether, we mailed out 6,000 questionnaires. These two methods of search elicited responses from 52 people who had filed complaints.

Researchers subsequently contacted a number of respondents by telephone and interviewed them in more detail about their experience with HEW.

Post-Study Update

Information which was obtained in the formal data collection phase of the study was updated to the extent to which comparable statistics were available from HEW. These were limited. Particularly, PEER received data from HEW on the number of complaints received and resolved through June 30, 1977. In addition, PEER received and examined analyses done by HEW on its own computerized data base dealing with length of time of resolutions, variations of length of time for resolution by statute, by region, etc. These analyses were current through March of 1977.

Interviews

Over an 18-month period, PEER conducted a series of interviews, both in person and by telephone, with HEW staff with some responsibility for Title IX enforcement. Eight regional OCR directors and ten elementary/secondary school branch chiefs were interviewed to solicit their views about Title IX enforcement and basic information about the Title IX work of their offices. Additional information about the enforcement work of each region, such as each office's use of data from the 1973 OCR school civil rights survey, was requested by letters to each regional office.

Details of individual cases were discussed in face-to-face interviews with regional investigators. Investigators were also contacted by telephone, subsequent to our visit, in order to check on details about cases for which documentation in the files was incomplete, to determine current status of cases, to find out why certain actions had been taken, and so on.

In addition, PEER staff informally interviewed both regional and headquarters staff to solicit a variety of insiders' views of Title IX enforcement and its problems. In order to protect the sources of statements made to PEER in confidence, the sources of some of the statements contained in this report have not been identified.

Appendix E

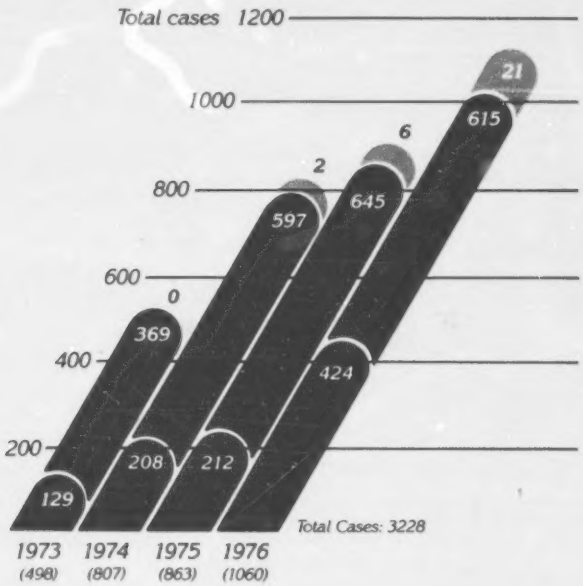
Charts and Tables on HEW's Complaint Handling Process

1 HEW's Complaint Workload in Perspective

A.

How many complaints against elementary and secondary schools has HEW received yearly?[1]

(Under all anti-discrimination laws)



Section 504[2]

Title VI[3]

Title IX[4]

B.

What was the average number of new complaints received per investigator each year?

(Under all anti-discrimination laws)

Year	Number of Investigators[5]	Number of Complaints per Investigator
1973	100	**5.0**
1974	140	**5.8**
1975	148	**5.8**
1976	145	**7.3**
4-Year Average	133	**6.1**

1 Based on official HEW complaint tallies, entitled, "Summary. Elementary and Secondary Education Complaints, January 1-June 30, 1977."

2 Section 504 of the Rehabilitation Act of 1973 bans discrimination on the basis of a physical or mental handicap in programs receiving federal funds.

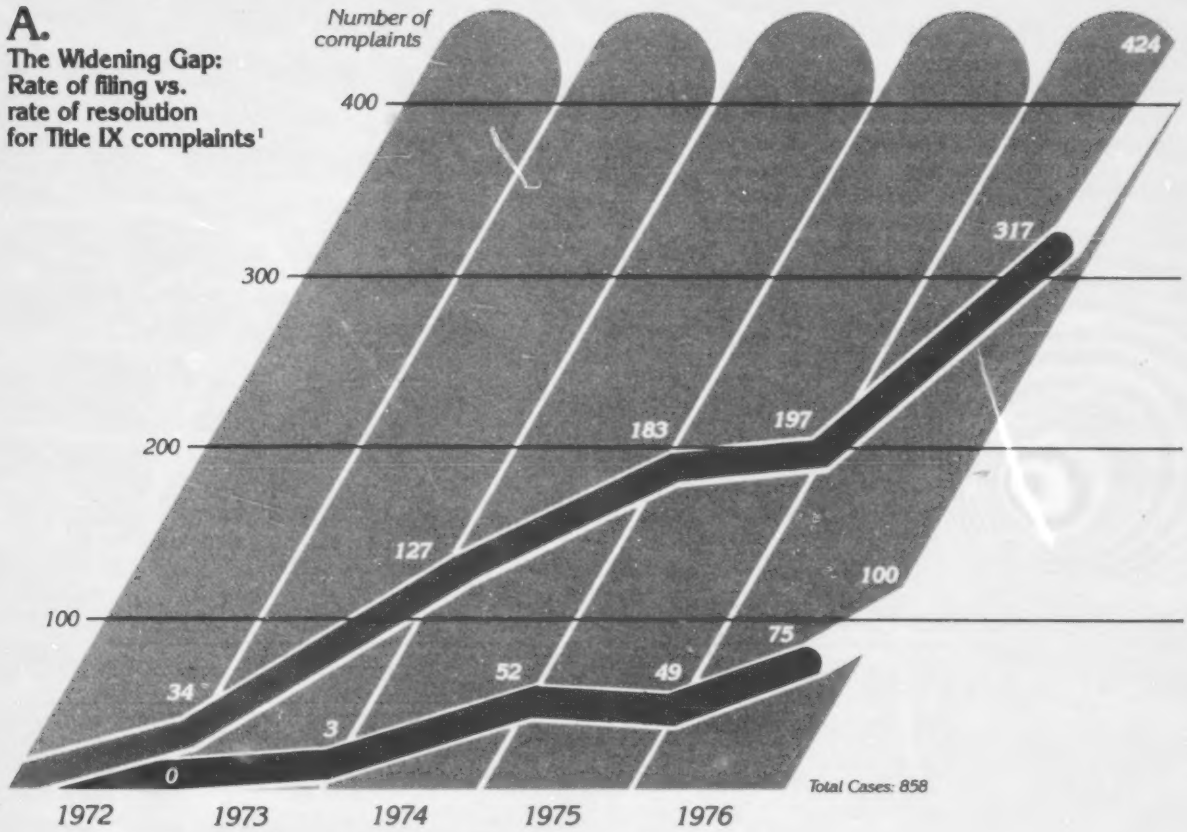
3 Title VI of the 1964 Civil Rights Act bars discrimination on the basis of race, color, or national origin in programs receiving federal funds.

4 HEW data on complaints received under Title IX during this period differ slightly from results of the PEER study. See chart 2A for a comparison with PEER data.

5 Based on HEW staff rosters as of June 30 of each year.

2 HEW's Performance on Title IX Complaints Nationwide

A.
The Widening Gap: Rate of filing vs. rate of resolution for Title IX complaints[1]



Complaints filed

Complaints resolved

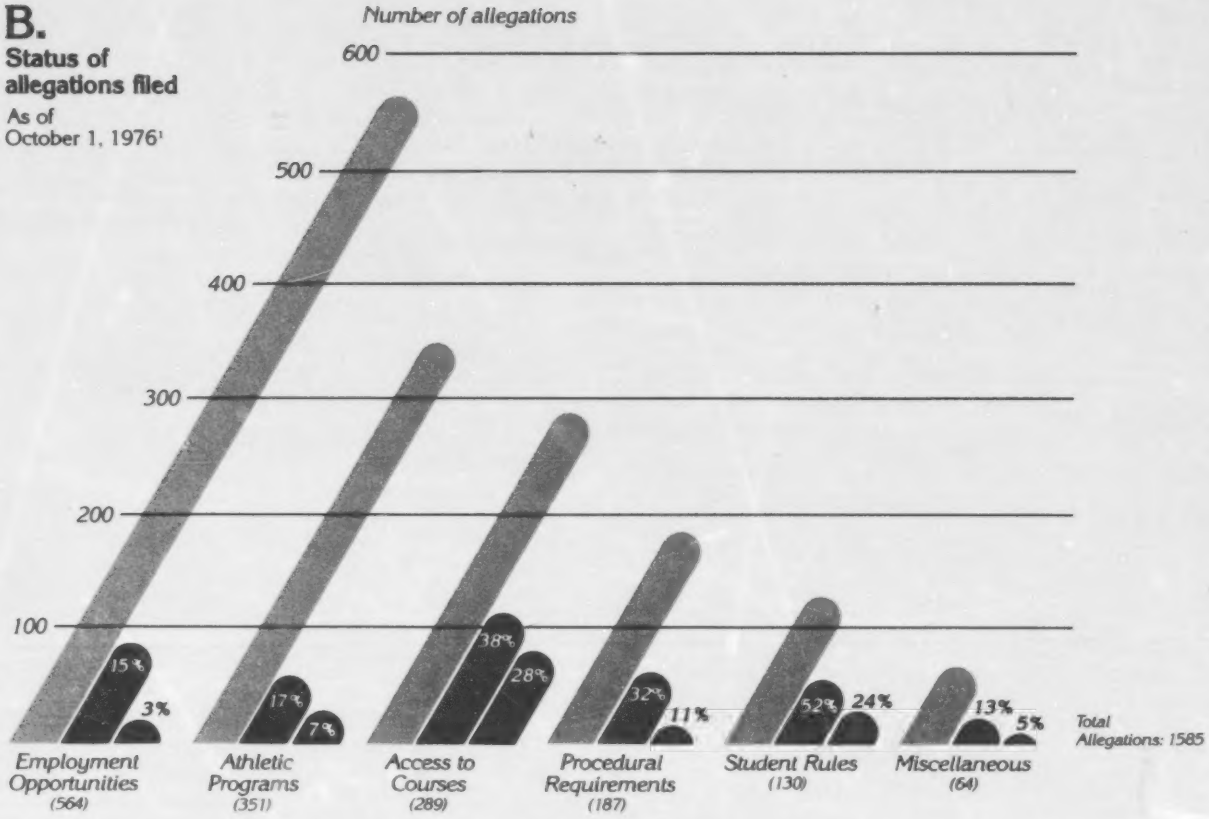
Projections

1 Data cover Title IX complaints filed against local school districts and state departments of education. The complaints were filed with HEW's Office for Civil Rights, Elementary and Secondary Education Division, during the time between the law's enactment on June 23, 1972, and October 1, 1976.

Data for 1976 include an estimate for the final three months. Projection is based on the average number of complaints received or resolved during the first three quarters of 1976.

B.
Status of allegations filed

As of October 1, 1976[1]



Number filed

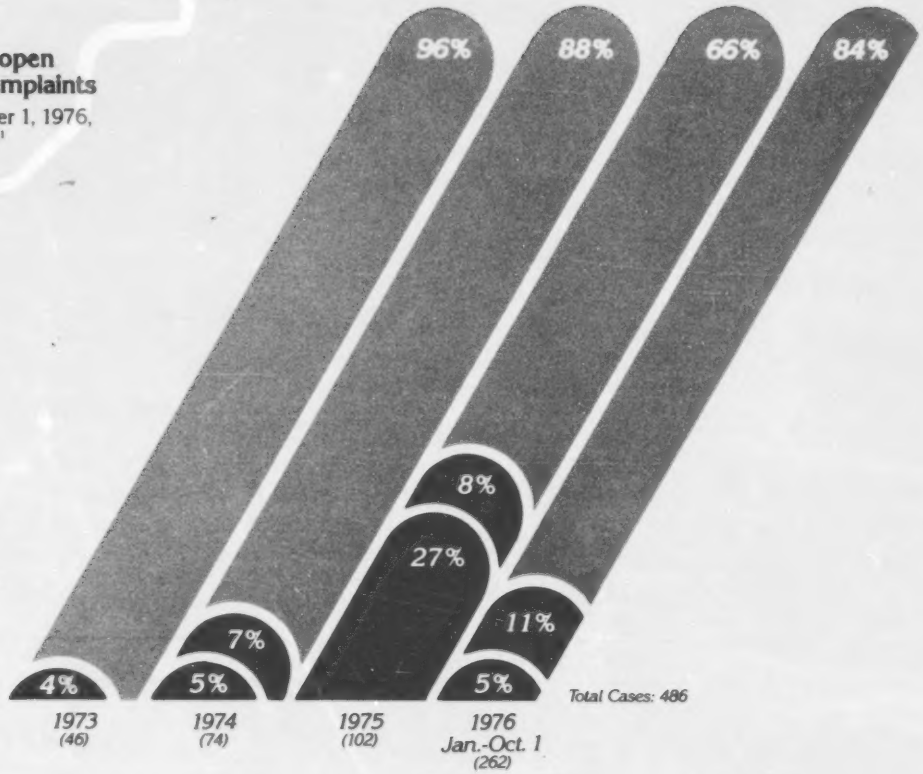
Number with an HEW finding

Number with a negotiated remedy

1 Data cover allegations in Title IX complaints filed against local school districts and state departments of education. The complaints were filed with HEW's Office for Civil Rights, Elementary and Secondary Education Division, during the time between the law's enactment on June 23, 1972, and October 1, 1976.

C.
Status of open Title IX complaints

As of October 1, 1976, by year filed[1]



Open, no finding yet

Open with finding made or remedy negotiated

Open for other reasons[2]

NOTE: Percentages may not total 100 due to rounding.

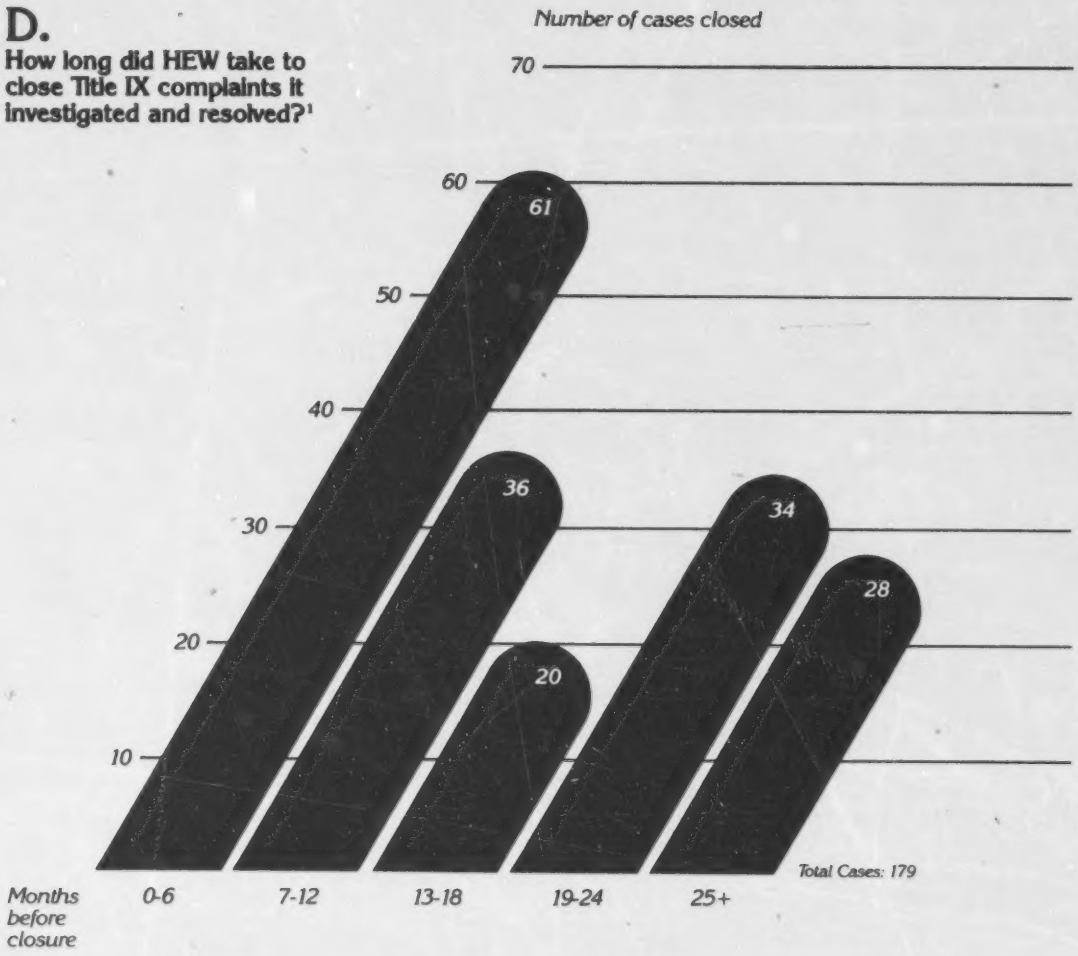
1 Chart shows the status of Title IX complaints still open as of October 1, 1976, and filed against local school districts and state departments of education. The complaints were filed with HEW's Office for Civil Rights, Elementary and Secondary Education Division, during the time between the law's enactment on June 23, 1976, and October 1, 1976.

Two complaints filed in 1972 and still open are not shown in this chart.

2 Most are complaints against districts which have not complied voluntarily with a requirement of the law, and are awaiting formal action by HEW to cut off funds. A few involve issues which HEW has not yet decided are violations of the law.

D.

How long did HEW take to close Title IX complaints it investigated and resolved?[1]

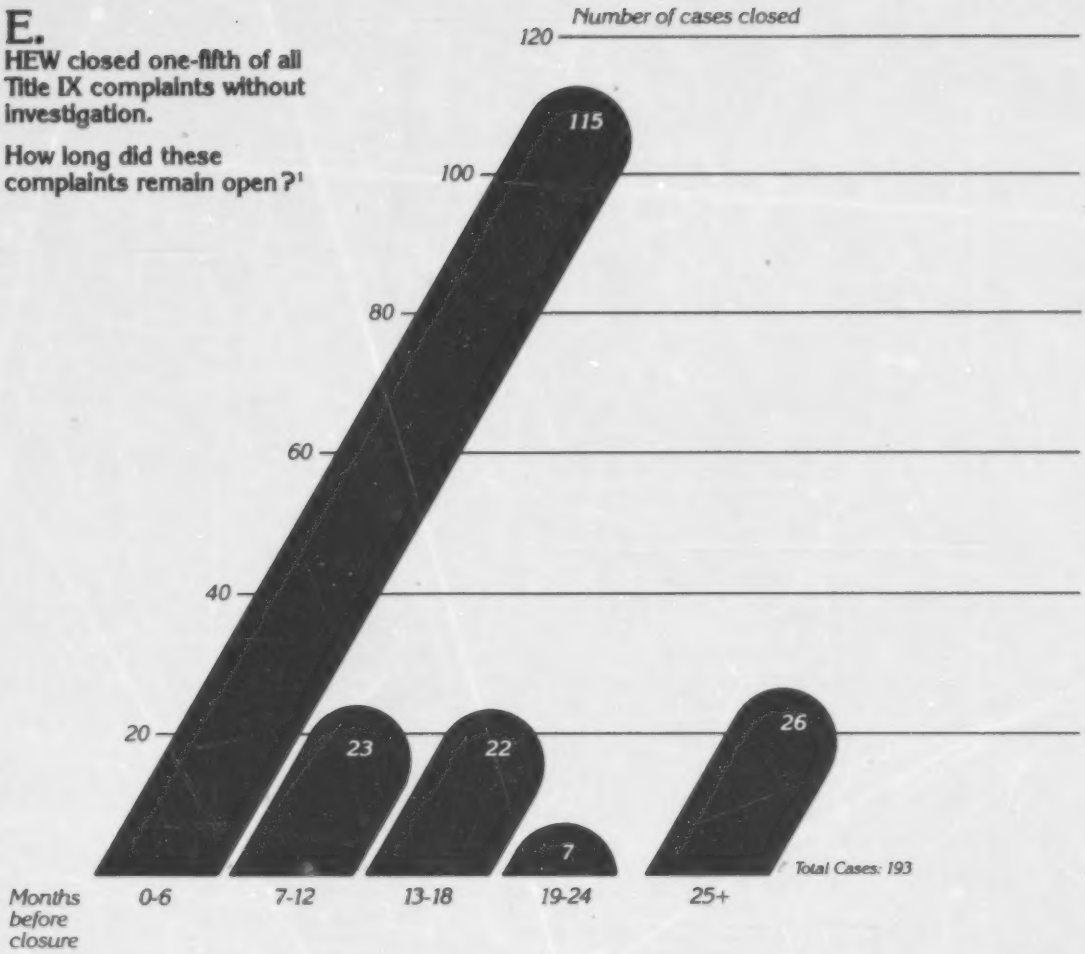


1 Data cover Title IX complaints closed as of October 1, 1976, and filed against local school districts and state departments of education. The complaints were filed with HEW's Office for Civil Rights, Elementary and Secondary Education Division, during the time between the law's enactment on June 23, 1972, and October 1, 1976.

E.

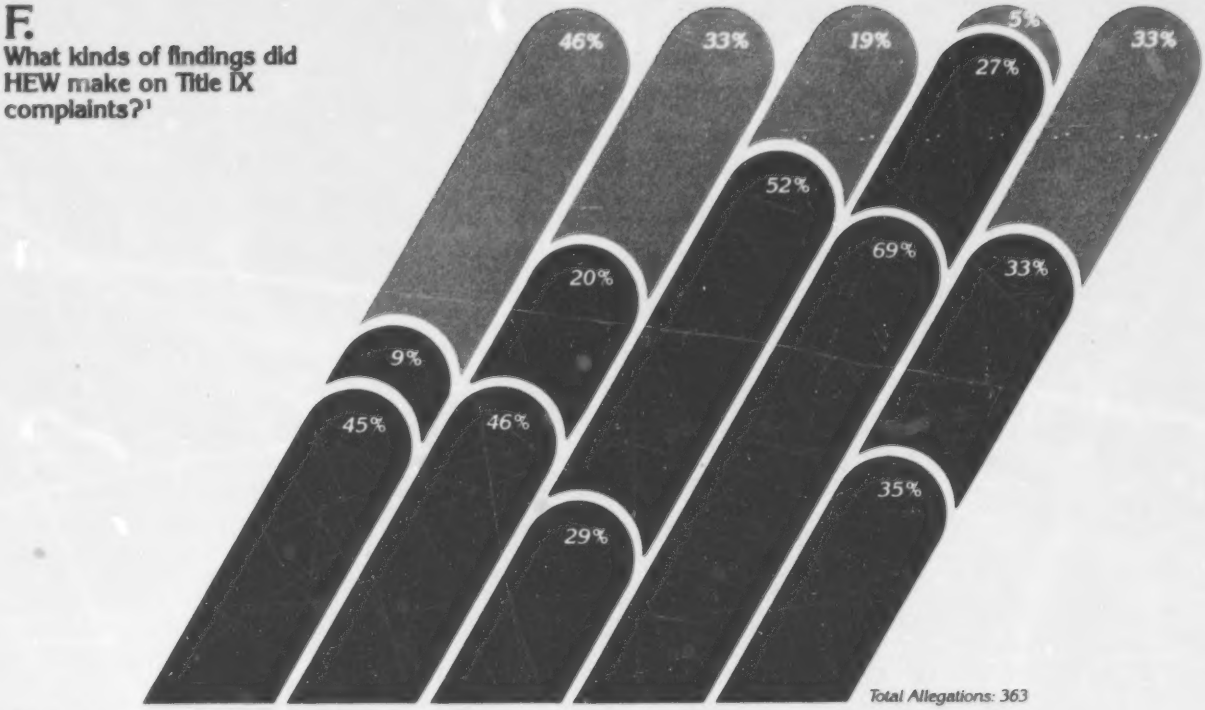
HEW closed one-fifth of all Title IX complaints without investigation.

How long did these complaints remain open?[1]



1 Data cover Title IX complaints closed as of October 1, 1976, and filed against local school districts and state departments of education. The complaints were filed with HEW's Office for Civil Rights, Elementary and Secondary Education Division, during the time between the law's enactment on June 23, 1972, and October 1, 1976.

F.
What kinds of findings did HEW make on Title IX complaints?[1]



District not in compliance

District acted before HEW reached a finding

District in compliance

NOTE: Percentages may not total 100 due to rounding.

1 This chart refers to those allegations in Title IX complaints for which HEW has made a finding, excluding 24 allegations of a miscellaneous type or with a finding which did not fit into any of the categories above. Excluded allegations represent 6.2% of all allegations with a finding. The excluded findings were an assortment of decisions: for example, that a district is "not in non-compliance," or that it is "probably" violating the law.

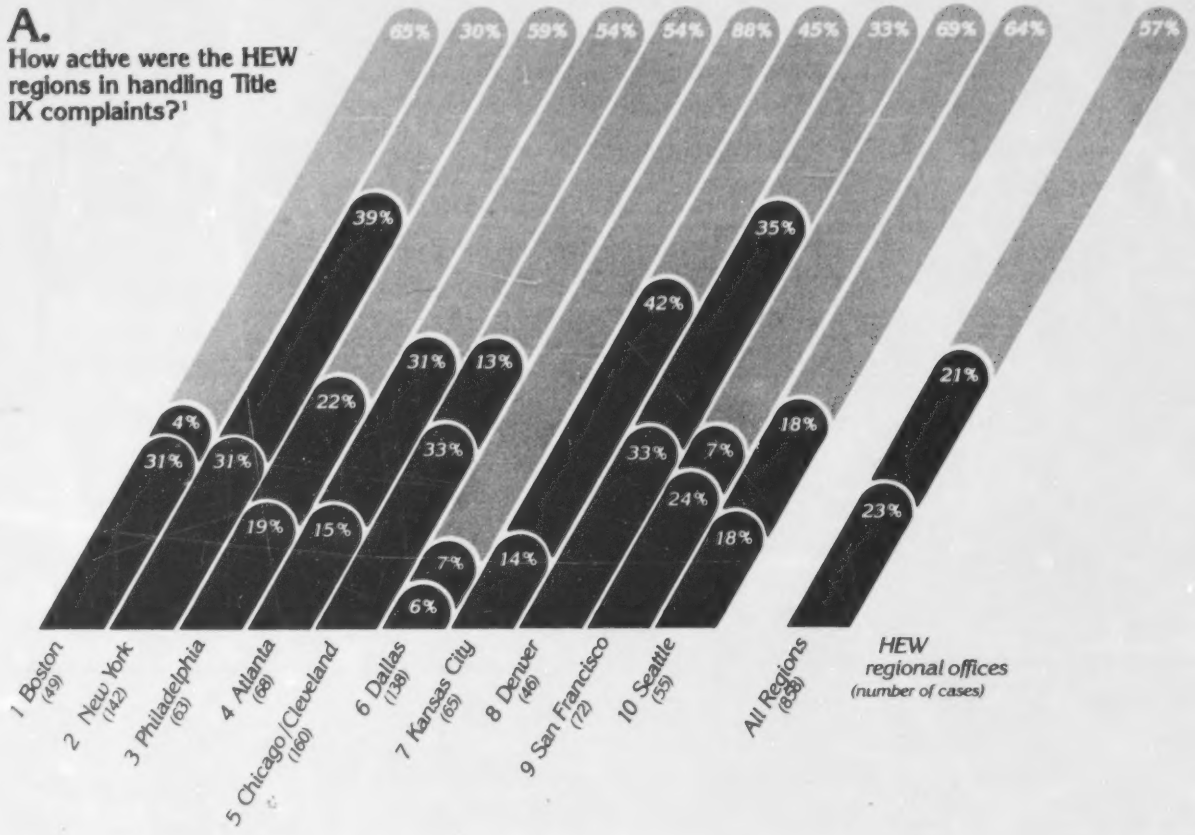
3 Run-down on the HEW Regions

"We have a pretty good office here. Of course, that's relatively speaking. It would be more accurate to say, 'I swim less badly than somebody else.'"

HEW regional official, August 11, 1977

A.

How active were the HEW regions in handling Title IX complaints?[1]



Number open

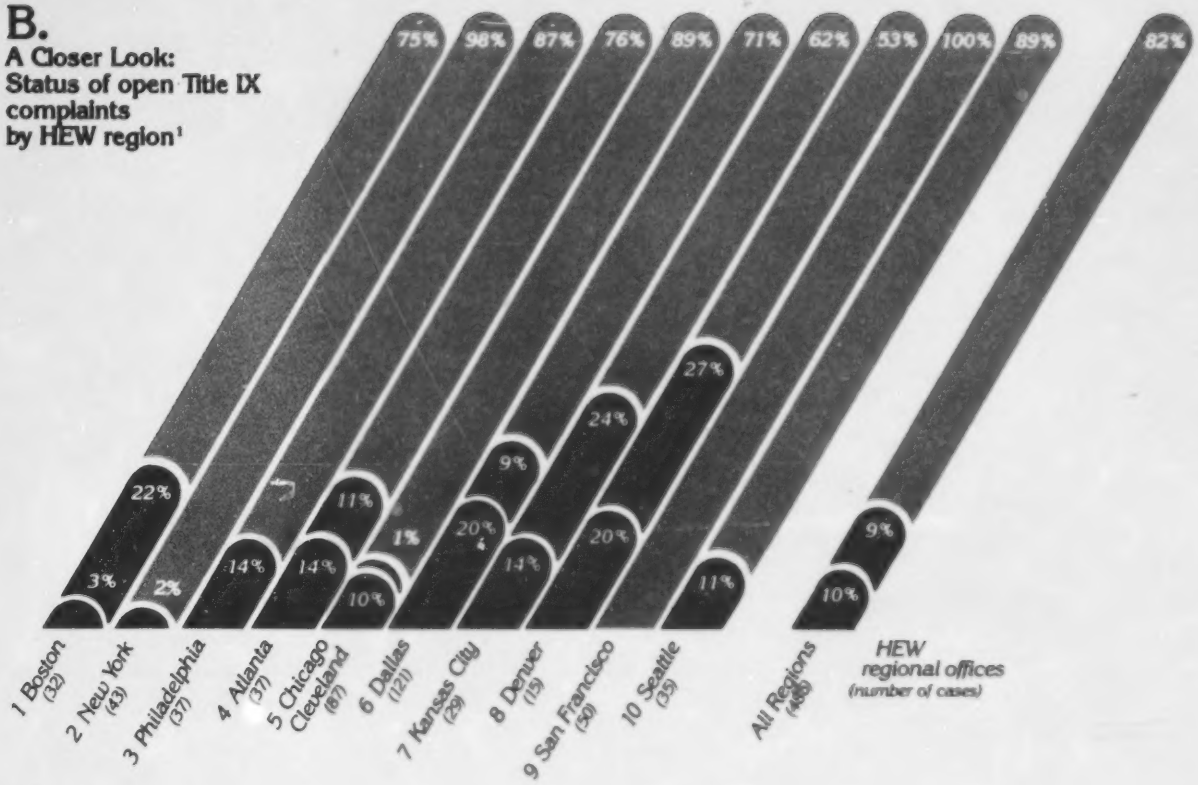
Number resolved

Number closed administratively

NOTE: Percentages may not total 100 due to rounding.

1 Data cover Title IX complaints filed against local school districts and state departments of education. The complaints were filed with HEW's Office for Civil Rights, Elementary and Secondary Education Division, during the time between the law's enactment on June 23, 1972, and October 1, 1976.

B.
A Closer Look: Status of open Title IX complaints by HEW region[1]



Open with no finding by HEW yet

Open with finding or remedy

Open for other reasons[2]

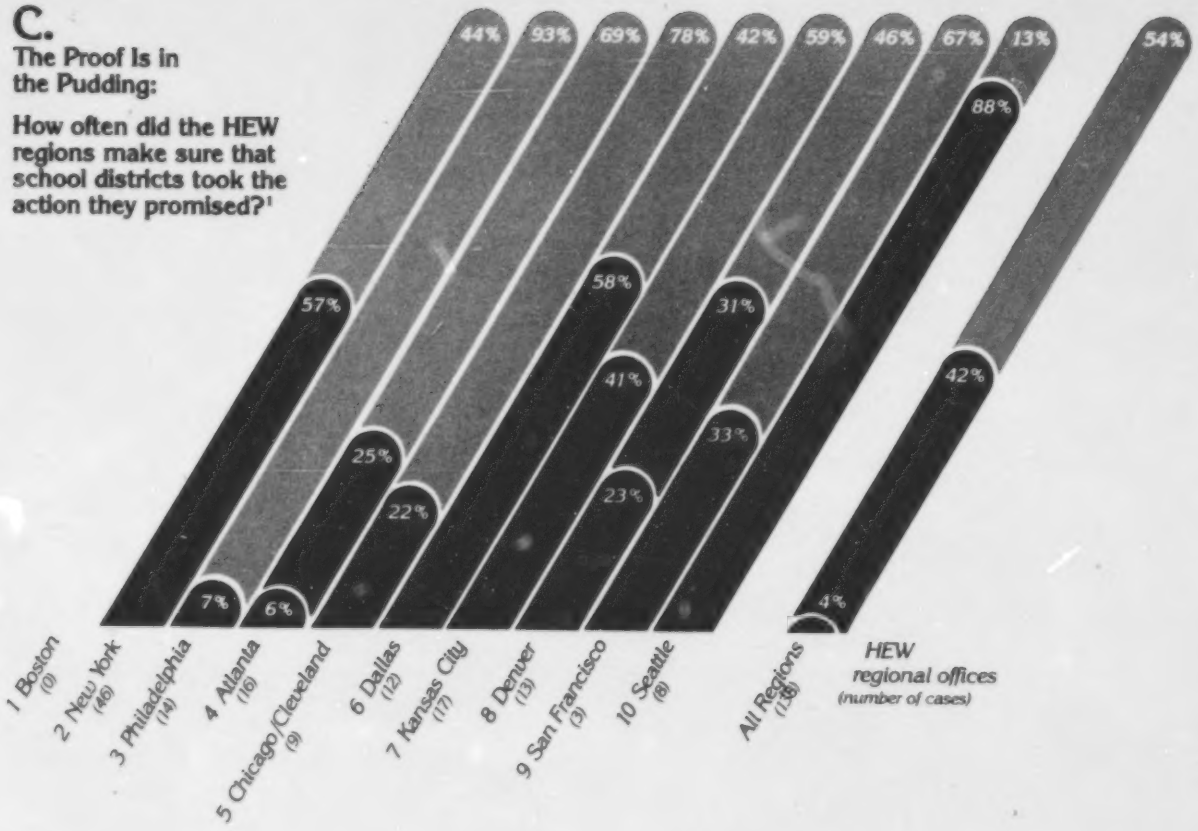
NOTE: Percentages may not total 100 due to rounding.

1 Chart shows the status of Title IX complaints still open as of October 1, 1976, and filed against local school districts and state departments of education. The complaints were filed with HEW's Office for Civil Rights, Elementary and Secondary Education Division, during the time between the law's enactment on June 23, 1976, and October 1, 1976.

2 Most are complaints against districts which have not complied voluntarily with a requirement of the law, and are awaiting formal action by HEW to cut off funds. A few involve issues which HEW has not yet decided are violations of the law.

C.
The Proof Is in the Pudding:

How often did the HEW regions make sure that school districts took the action they promised?[1]



No documentation received

Documentation received

No documentation yet—case still open

NOTE: Percentages may not total 100 due to rounding.

1 This chart refers to those Title IX complaints filed with HEW's Office for Civil Rights, Elementary and Secondary Education Division, where the school district and HEW have agreed upon a remedy. The complaints were filed against local school districts and state departments of education during the time between the law's enactment on June 23, 1972, and October 1, 1976.

Appendix F

School Districts Charged with Violations, 1972 to October, 1976

School Districts Charged with Violations, 1972 to October, 1976

State/Town	School District Name	HEW Case Number	Year Filed
Alabama			
Anniston	Calhoun County School District	4-76-12	1976
Montgomery	Alabama High School Athletic Association	4-75-0025	1975
Montgomery	State of Alabama Department of Education	4-76-0040	1976
Tuskeegee	Macon County Public Schools	4-75-0033	1974
Arizona			
Avondale	Avondale Elementary School District No. 44	9-76-0031	1976
Morenci	Morenci Public School District	9-74-54	1974
Phoenix	Scottsdale Unified School District No. 48	9-75-029	1975
Tucson	Tucson Public Schools	9-76-16	1976
Yuma	Yuma Union High School District	9-76-20	1976
Alaska			
Juneau	Alaska State Department of Education	10-76-12	1976
Arkansas			
Bradley	Bradley School District No. 20	6-76-213	1976
Brinkley	Brinkley School District	6-75-164	1975
Elkins	Elkins School District	6-76-020	1976
Fordyce	Fordyce Public Schools	6-75-043	1975
Forrest City	Forrest City Public Schools	6-74-269	1974
Little Rock	State of Arkansas Department of Education		1976
Marianna	Marianna School District No. A	6-74-261	1974
Marion	Marion Public Schools	6-74-284	1974
Mena	Mena Public Schools	6-76-016	1976
Mena	Mena Public Schools	6-76-113	1976
Norfolk	Norfolk Public Schools	6-74-232	1974
Norfolk	Norfolk Public Schools	6-75-226	1975
Poughkeepsie	Poughkeepsie Public School District	6-75-0006	1975
California			
Anderson	Cascade Union Elementary School District	9-76-0099	1976
Artesia	California Interscholastic Federation	9-76-0074	1976
Berkeley	Berkeley Unified School District	9-76-034	1976
Buena Park	Buena Park School District	9-76-048	1976
Carmel	Carmel Unified School District	9-75-54	1975
Chula Vista	Sweetwater Union School District	9-75-23	1975
Clearlake Highlands	Konocti Unified School District	9-74-58	1974
Clovis	Clovis Unified School District	9-76-053	1976
Compton	Compton Unified School District	9-76-010	1976
Daly City	Jefferson School District	9-76-0070	1976
Escondido	Escondido Union High School District	9-74-55	1974
Forestville	Forestville Union School District	9-73-10	1973
Fountain Valley	Fountain Valley Elementary School District	9-75-039	1974
Fountain Valley	Fountain Valley Elementary School District	9-75-039	1975
Fremont	Fremont Unified School District	9-75-33	1975
Fresno	Central Union School District	9-76-047	1976
Fresno	Fresno Unified School District	9-76-59	1976
Fresno	Fresno Unified School District	9-76-0064	1976
Garden Grove	Garden Grove Unified School District	9-74-1	1973
Glendale	Glendale Unified School District	9-73-15	1973
Hayward	Hayward Unified School District	9-74-056	1974
Imperial	Imperial Unified School District	9-76-028	1976
Indio	Desert Sands School District	9-75-9	1975
Jefferson	(file lost by HEW)	9-74-46	
Jefferson	(file lost)	9-75-01	
La Mesa	Grossmont Union High School District	9-74-59	1974
La Mesa	Grossmont Union High School District	9-75-35	1975
Lemoore	Lemoore Union High School District		1976
Long Beach	Long Beach Unified School District	9-76-0100	1976
Los Angeles	Los Angeles Unified School District	9-76-019	1976
Los Angeles	Los Angeles Unified School District	9-73-22	1973
Los Angeles	Los Angeles Unified School District	9-75-56	1976
Los Angeles	Los Angeles Unified School District	9-76-050	1976
Los Angeles	Los Angeles Unified School District	9-76-17	1976
Los Angeles	Los Angeles Unified School District	9-76-22	1976
Los Angeles	Los Angeles Unified School District	9-76-27	1976
Los Angeles	Los Angeles Unified School District	9-75-56	1976
Los Angeles	Los Angeles Unified School District	9-75-56	1976
Los Angeles	Los Angeles Unified School District	9-76-19	1976
Los Angeles	Los Angeles Unified School District	9-76-17	1976
Los Angeles	Los Angeles Unified School District	9-76-0025	1976
Modesto	Modesto City School District	9-76-0039	1976
Monrovia	Monrovia Unified School District	9-76-12	1976
Oakland	Oakland Public Schools (file lost by HEW)	9-75-3	1975
Oakley	Oakley Union School District	9-75-10	1975
Ontario	Chaffey Union High School District	9-76-0073	1976
Pasadena	Pasadena Unified School District	9-75-50	1975
Petaluma	Petaluma City Elementary School District	9-74-44	1974
Piedmont	Piedmont City Unified School District	9-76-013	1976
Quincy	Plumas Unified School District	9-75-15	1975
Riverside	Riverside Unified School District	9-73-33	1973
Sacramento	State of California Department of Education	9-76-44	1976
San Diego	San Diego City Unified School District	9-73-016	1973
San Diego	San Diego City Unified School District	9-74-030	1974
San Diego	San Diego City Unified School District	9-73-028	1973
San Diego	San Diego City Unified School District (file lost by HEW)	9-74-45	1974
San Francisco	San Francisco Unified School District	9-75-058	1975
San Francisco	San Francisco Unified School District	9-76-029	1976
San Francisco	San Francisco Unified School District	9-76-094	1976
San Jose	Union School District	9-74-043	1974
San Jose	Oak Grove School District	9-75-32	1975
San Jose	Franklin-McKinley Elementary School District	9-76 07	1976
Santa Clara	Santa Clara Unified School District	9-74-61	1974
Saratoga	Saratoga Elementary School District	9-73-026	1973
Susanville	Lassen High School District	9-76-03	1976
Sutter Creek	Ore Madre Unified School District	9-76-0065	1976
Twain Harte	Twain Harte-Long Barn Unified Elementary School District		1976
Westlake Village	Las Virgenes Unified School District	9-75-047	1975
Woodland	Woodland Joint Unified School District	9-76-051	1976
Colorado			
Boulder	Boulder Valley Public Schools	8-74-0026	1974
Brighton	Brighton Public School District No. 27J	8-74-0018	1974
Brighton	Brighton Public School District No. 27J	8-76-38	1976
Broomfield	Colorado Aero Tech	8-76-0004	1976
Buena Vista	Buena Vista Public Schools	8-76-0016	1976
Cotopaxi	Cotopaxi School District No. RE3	8-76-0005	1976
Craig	Moffat County Public Schools	8-74-0025	1974
Del Norte	Del Norte School District No. C7	8-75-33	1975
Denver	State of Colorado Department of Education	8-75-0045	1975
Denver	State of Colorado Department of Education	8-76-0023	1976
Durango	La Plata County School District No. 9	8-75-0025	1975

School Districts Charged with Violations, 1972 to October, 1976

State/Town	School District Name	HEW Case Number	Year Filed
Durango	San Juan BOCES	8-75-0028	1975
Eagle	Eagle County School District RE 50J	8-74-0023	1974
Englewood	Cherry Creek School District No. 5	8-75-0027	1975
Fort Collins	Poudre School District No. R-1	8-76-0008	1976
Hayden	Hayden School District No. RE-1	8-76-0017	1975
Longmont	St. Vrain Valley School District No. RE-1J	8-73-7	1973
Longmont	St. Vrain Valley School District No. RE-1J	8-74-13	1974
Loveland	Thompson School District No. R2-J	8-74-0024	1974
Monte Vista	Monte Vista Public Schools	8-76-31	1976
Monument	Lewis-Palmer School District	8-76-0015	1976
Saguache	Saguache School District	8-75-0043	1975
Salida	Salida Public School District No. R-32-J	8-74-0027	1974
Stratton	Stratton School District No. 2	8-76-0001	1976
Trinidad	Trinidad School District No. 1	8-75-0046	1975
Connecticut			
Bridgeport	Bridgeport Public Schools	1-76-026	1976
Cheshire	Cheshire Public Schools	1-76-035	1976
Danbury	Danbury Public Schools	1-76-038	1976
East Hartford	East Hartford Public Schools	1-76-034	1976
East Haven	East Haven Public Schools	1-74-001	1974
East Haven	East Haven Public Schools	1-76-015	1976
Groton	Groton Public Schools	1-76-005	1976
Hartford	Connecticut State Department of Education	1-76-10	1976
Seymour	Seymour Public Schools	1-76-039	1976
Southington	Southington Public Schools	1-73-013	1973
Stratford	Stratford Public Schools	1-76-008	1976
Waterbury	Waterbury Public Schools	1-76-029	1976
Delaware			
Dover	Capital School District	3-73-09	1973
New Castle	De La Warr School District	3-75-02	1975
Newark	Delaware Secondary School Athletic Association	3-76-27	1976
District of Columbia			
Washington, D.C.	Public Schools of the District of Columbia	3-76-30	1976
Washington, D.C.	St. John's Child Development Center	3-76-57	1976
Florida			
Bartow	Polk County Schools	4-75-102	1974
Bradenton	Manatee County School System	4	1973
Clearwater	Pinellas County Schools	4-74-113	1974
Fort Lauderdale	Broward County Schools	4-75-0162	1975
Fort Myers	Lee County School District	4-74-17	1973
Fort Walton Beach	Okaloosa County Schools	4-75-52	1974
Kissimmee	Osceola County Schools	4-76-0006	1976
Milton	Santa Rosa County School District	4-76-002	1976
Naples	Collier County Public Schools	4-75-090	1975
St. Augustine	St. John's County Schools	4-75-043	1974
Sanford	Seminole County School District	4-74-57	1973
Summerfield	Leon County Public Schools	4-76-0077	1976
Tallahassee	State of Florida Department of Education	4-76-0041	1976
Tallahassee	State of Florida Department of Education	4-76-111	1976
Tampa	Hillsborough County Public Schools	4-74-45	1973
West Palm Beach	Palm Beach County School System	4-74-151	1974
West Palm Beach	Palm Beach County School System	4-75-0117	1975
Georgia			
Albany	Dougherty County School System	4-75-0154	1975
Atlanta	State of Georgia Department of Education	4-76-0042	1976
Clarkesville	Habersham County Schools	4-76-48	1976
Colquitt	Miller County Schools	4-75-0053	1974
Colquitt	Miller County Schools	4-75-0068	1975
Conyers	Rockdale County Schools	4-76-0007	1976
Decatur	DeKalb County Schools	4-75-0138	1975
Fort Valley	Peach County Schools	4-75-0136	1975
Greenville	Meriwether County Schools	4-74-49	1973
Greenville	Meriwether County Schools	4-75-0061	1975
Kingsland	Camden County Schools	4-76-0050	1976
Lexington	Oglethorpe County Schools	4-76-0054	1976
Nahunta	Brantley County Schools	4-75-051	1974
Perry	Houston County School District	4-76-103	1976
Thomaston	Thomaston Public Schools	4-76-0005	1976
Hawaii			
Honolulu	State of Hawaii Department of Education	9-76-076	1976
Idaho			
Boise	Boise Independent School District	10-75-22	1975
Malad City	Malad City Schools	10-75-15	1975
Malad City	Malad City Schools	10-75-15	1975
Malad City	Malad City Schools	10-75-15	1975
New Meadows	New Meadows Schools, District 11	10-76-6	1976
Wallace	Wallace School District	10-75-21	1975
Illinois			
Alton	Alton School District	5-76-42	1976
Bloomington	Illinois High School Association	5-74-21	1974
Cary	Cary-Grove Community High School District No. 155	5-74-20	1974
Chicago	Chicago Public Schools	5-73-26	1973
Chicago	Chicago Public Schools	5-74-57	1974
Colfax	Octavia Community School District No. 8	5-75-026	1975
Downers Grove	Downers Grove Community High School No. 99	5-76-22	1976
Flossmoor	Homewood-Flossmoor School District No. 288	5-76-32	1976
Glenwood	Glenwood School District No. 167	5-76-10	1976
Kankakee	Kankakee School District No. 111	5-75-16	1975
LaGrange	St. Cletus School	5-75-15	1975
LaGrange	LaGrange School District No. 105	5-76-053	1976
Lake Forest	City of Lake Forest School District No. 67	5-73-25	1973
McHenry	McHenry School District No. 156	5-74-37	1974
Mt. Prospect	Mt. Prospect Public Schools	5-75-9	1975
Mt. Pulaski	Mt. Pulaski Public Schools	5-73-6	1973
Peoria	Peoria School District No. 150	5-74-008	1974
Peotone	Peotone Public Schools	5-75-12	1975
River Grove	River Grove School District No. 85½	5-76-48	1976
South Holland	South Holland School District No. 151	5-76-46	1976
Springfield	Illinois State Board of Education	5-76-36	1976
Urbana	Urbana School District No. 116	5-74-51	1974
Villa Park	Villa Park Public Schools	5-74-48	1974
Watseka	Watseka Community High School	5-76-11	1976
Wauconda	Wauconda School District No. 118	5-74-49	1974
West Chicago	Community School District No. 94	5-75-40	1975
Zion	Newport Community Consolidated School District No. 11	5-74-25	1974
Indiana			
Auburn	DeKalb County Central United School District	5-76-30	1976

School Districts Charged with Violations, 1972 to October, 1976

State/Town	School District Name	HEW Case Number	Year Filed
Bloomington	Monroe County Community School Corporation	5-75-37	1975
Bluffton	Bluffton-Harrison Metro School District	5-75-35	1975
Columbus	Bartholomew Consolidated School Corporation	5-73-14	1973
Flora	Carroll Consolidated School Corporation	5-74-41	1974
Indianapolis	Indianapolis Public Schools	5-75-20	1975
Indianapolis	Indianapolis Public Schools	5-76-21	1976
Indianapolis	Pike Township School District	5-73-7	1973
Indianapolis	State of Indiana Department of Public Instruction	5-76-32	1976
Mill Creek	Mill Creek Community School Corporation	5-76-14	1976
Iowa			
Des Moines	Des Moines Independent School District	7-73-18	1973
Des Moines	Des Moines Independent Community School District	7-73-13	1973
Des Moines	State of Iowa Department of Public Instruction	7-76-16	1976
Dubuque	Dubuque Community School District	7-75-24	1975
Ft. Madison	Fort Madison Community School District	7-76-13	1976
Guttenburg	Guttenburg Community School District	7-76-5	1976
Urbandale	Urbandale Community School District	7-76-20	1976
Kansas			
Argonia	Argonia Unified School District No. 359	7-76-24	1976
Atwood	Atwood Unified School District No. 318	7-75-49	1975
Baxter Springs	Baxter Springs Public School District No. 508	7-76-3	1976
Cheney	Cheney Unified School District No. 268	7-75-5	1975
Douglass	Douglass Public Schools	5-75-34	1975
Emporia	Emporia School District No. 253	7-76-19	1976
Frontenac	Frontenac Unified School District No. 249	7-75-30	1975
Girard	Girard Unified School District No. 248	7-75-21	1975
Hoisington	Hoisington Unified School District No. 431	7-74-35	1974
Hope	Hope Unified School District No. 481	7-74-39	1974
Lansing	Lansing Unified School District No. 469	7-75-16	1975
Lansing	Lansing Unified School District No. 469	7-75-25	1975
Madison	Madison Unified School District No. 385	7-74-18	1974
Topeka	Kansas State Department of Education	7-76-17	1976
Topeka	Topeka School District No. 501	7-75-8	1975
Ulysses	Grant County Unified School District No. 214	7-74-1	1974
Valley Center	Valley Center Unified School District No. 262	7-76-1	1976
Westmoreland	Westmoreland Unified School District No. 323	7-74-23	1974
Wichita	Wichita Unified School District No. 259	7-75-14	1975
Winfield	Winfield Unified School District No. 465	7-73-7	1973
Kentucky			
Frankfort	Commonwealth of Kentucky Department of Education	4-76-0043	1976
Madisonville	Hopkins County Schools	4-74-039	1974
Williamsburg	Whitley County Board of Education	4-75-0125	1975
Louisiana			
Alexandria	Rapides Parish Public Schools	6-76-172	1976
Baton Rouge	East Baton Rouge Parish School District	6-75-192	1975
Baton Rouge	State of Louisiana Department of Education		1976
Donaldsonville	Ascension Parish School System	6-74-035	1974
Gretna	Jefferson Parish School District	6-74-248	1974
Gretna	Jefferson Parish School District	6-74-249	1974
Vidalia	Concordia Parish School Board	6-74-250	1974
Winnfield	Winn Parish School District	6-76-048	1976
Winnfield	Winn Parish School District	6-76-057	1976
Winnfield	Winn Parish School District	6-76-060	1976
Winnfield	Winn Parish School District	6-76-061	1976
Maine			
Caribou	Caribou School System	1-75-003	1975
Fort Fairfield	Easton School District	1-74-003	1974
Portland	Portland Little League	1-74-016	1974
Portland	Portland Public Schools	1-74-004	1974
Portland	Portland Public Schools	1-75-004	1975
South Portland	South Portland Public Schools	1-74-002	1974
Maryland			
Annapolis	Anne Arundel County Public Schools	3-74-19	1974
Baltimore	Baltimore Council, Boy Scouts of America	3-75-18	1975
Baltimore	Baltimore City Public School System (file lost by HEW)	3-74-021	1974
Baltimore	State Department of Education	3-76-31	1976
Columbia	Howard County Public Schools System	3-76-04	1976
Columbia	Howard County Public Schools System	3-74-44	1974
Hyattsville	Ardmore Developmental Center	3-75-01	1975
Prince Frederick	Calvert County Public Schools	3-74-34	1974
Rockville	Montgomery County Public Schools	3-74-01	1974
Rockville	Montgomery County Public Schools		1975
Towson	Baltimore County Public Schools	3-74-14	1974
Towson	Baltimore County Public Schools	3-74-42	1974
Massachusetts			
Acton	Acton Public Schools	1-76-0002	1976
Acton	Acton Public Schools	1-76-0003	1976
Acton	Acton Public Schools	1-76-0004	1976
Acton	Acton Public Schools	1-76-0006	1976
Acton	Acton Public Schools	1-76-016	1976
Amesbury	Amesbury Public Schools	1-76-023	1976
Belmont	Belmont School District	1-76-0001	1976
Boston	Boston Public Schools	1-73-012	1973
Boston	Boston Public Schools	1-76-036	1976
Boston	Boston Public Schools	1-76-037	1976
Boston	Massachusetts Department of Education	1-76-011	1976
Framingham	South Middlesex Regional Vocational and Tech. Schools	1-76-018	1976
Lakeville	Lakeville School System	1-74-019	1974
Lawrence	Lawrence Public Schools	1-75-001	1975
Longmeadow	Longmeadow Public Schools	1-76-0043	1976
Lynn	Lynn Public Schools	1-76-033	1976
Malden	Malden Public Schools	1-73-9-1	1972
North Attleboro	North Attleboro Public Schools	1-76-025	1976
Peabody	Peabody Public Schools	1-76-013	1976
Quincy	Quincy Public Schools	1-73-004	1973
South Hamilton	Hamilton-Wenham Regional School District	1-76-021	1976
South Hamilton	Hamilton-Wenham Regional School District	1-76-0044	1976
Springfield	Springfield School System	1-74-013	1974
Springfield	Springfield Public Schools	1-76-027	1976
Watertown	Watertown Public Schools	1-73-001	1973
Worcester	Worcester Public Schools	1-73-011	1973
Michigan			
Baldwin	Baldwin Community Schools	5-75-011	1975
Comstock Park	Comstock Park Public Schools	5-75-0034	1976
Detroit	Control Data Institute	5-76-4	1975
DeWitt	DeWitt Public Schools	5-74-038	1974
Farmington	Farmington Public Schools	5-76-30	1976

School Districts Charged with Violations, 1972 to October, 1976

State/Town	School District Name	HEW Case Number	Year Filed
Flint	Beecher Area School District	5-74-044	1974
Flint	Flint Community Schools	5-76-22	1976
Grayling	Crawford-Au Sable Schools	5-76-0020	1976
Highland Park	Highland Park City School District	5-76-31	1976
Lansing	Michigan High School Athletic Association	5-74-013	1973
Lansing	Michigan High School Athletic Association	5-76-21	1976
Lansing	State of Michigan Department of Education	5-76-32	1976
Lincoln Park	Lincoln Park City Schools	5-73-13	1973
Livonia	Livonia Public Schools	5-73-9	1973
Mason	Mason Public Schools	5-76-019	1976
Mt. Pleasant	Mt. Pleasant Public Schools	5-76-13	1976
New Richland	New Richland-Hartland Public Schools	5-73-29	1973
Port Huron	Port Huron Area School District	5-74-047	1974
Port Huron	Port Huron Area School District	5-74-48	1974
Romeo	Romeo Community Schools	5-74-046	1974
Romeo	Romeo Community Schools	5-76-6	1976
Troy	Troy School District	5-75-036	1975
Minnesota			
Anoka	Anoka-Hennepin School District No. 11	5-73-3	1973
Bloomington	Bloomington School District No. 271	5-73-3	1973
Brooklyn Center	Brooklyn Center School District No. 286	5-73-3	1973
Burnsville	Burnsville Savage School District No. 101	5-73-3	1973
Columbia Heights	Columbia Heights School District No. 13	5-73-3	1973
Edina	Edina School District No. 273	5-73-3	1973
Excelsior	Minnetonka School District No. 276	5-73-3	1973
Forest Lake	Forest Lake School District No. 831	5-73-3	1973
Fridley	Fridley School District No. 14	5-73-3	1973
Golden Valley	Golden Valley School District No. 275	5-73-3	1973
Hopkins	Hopkins School District No. 274	5-73-3	1973
Inver Grove Heights	Inver Grove Heights School District No. 199	5-73-3	1973
Minneapolis	Brown Institute	5-76-35	1976
Minneapolis	Minneapolis Public Schools	5-73-3	1973
Minneapolis	Robbinsdale School District No. 281	5-73-3	1973
Minneapolis	St. Anthony Village School District No. 282	5-73-3	1973
Minneapolis	Spring Lake Park School District No. 16	5-73-3	1973
Mound	Mound School District No. 277	5-73-3	1973
N. St. Paul	N. St. Paul-Maplewood Independent School District No. 622	5-73-3	1973
Osseo	Osseo School District No. 279	5-73-3	1973
Pierz	Pierz School District No. 484	5-76-050	1976
Richfield	Richfield School District No. 280	5-73-3	1973
Richfield	Richfield School District No. 280	5-73-12	1973
St. Louis Park	St. Louis Park School District No. 283	5-73-3	1973
St. Paul	KTCA-TV	5-75-005	1975
St. Paul	Mounds View School District No. 621	5-73-3	1973
St. Paul	Roseville School District No. 623	5-73-3	1973
St. Paul	St. Paul Public Schools	5-73-3	1973
St. Paul	State of Minnesota Department of Education	5-76-36	1976
Shakopee	Shakopee School District No. 720	5-73-3	1973
Stillwater	Stillwater School District No. 834	5-73-3	1973
Watzata	Watzata School District No. 284	5-73-3	1973
White Bear Lake	White Bear Lake School District No. 624	5-73-3	1973
Mississippi			
Brookhaven	Brookhaven Public Schools	4-75-155	1975
Canton	Madison County Public Schools	4-76-073	1976
Iuka	Tishomingo County Schools	4-76-090	1976
Jackson	Jackson Public Schools	4-75-165	1975
New Albany	Union County Department of Education	4-76-009	1976
Poplarville	Pearl River County School District	4-75-0156	1975
Missouri			
Advance	Advance School District No. R-6	7-76-34	1976
Belton	Belton School District No. 124	7-75-42	1975
Belton	Belton School District No. 124	7-75-43	1975
Benton	Scott County Enlarged School District R-4	7-74-30	1974
Callao	Callao School District No. C-8	7-74-27	1974
Cape Girardeau	Cape Girardeau Public Schools	7-76-23	1976
Chesterfield	Parkway School District	7-73-9	1973
Chillicothe	Chillicothe R-II School District	7-76-4	1976
Columbia	Columbia School District	7-73-8	1973
Cosby	R-IX School District	7-74-19	1974
Craig	Craig R-III School District	7-76-12	1976
Deepwater	Deepwater School District No. R-15	7-74-26	1974
Ellington	R-II Southern School District	7-74-29	1974
Hazelwood	Hazelwood School District	7-76-29	1976
Independence	Independence Public Schools	7-75-28	1975
Jackson	Jackson Reorganized School District R-2	7-76-14	1976
Jackson	Jackson Reorganized School District R-2	7-76-32	1976
Jefferson City	Dept. of Education, Division of Public Schools	7-76-18	1976
Kansas City	North Kansas City School District	7-75-9	1975
Kansas City	Center School District	7-75-10	1975
Kansas City	School District of Kansas City	7-75-20	1974
Newburg	Newburg Public School District R-2	7-75-32	1975
Newburg	Newburg Public School District R-2	7-76-11	1976
Owensville	Gasconade County School District R-2	7-76-30	1976
Pierce City	Pierce City R-VI School District	7-74-25	1974
Potosi	Potosi School District R-3	7-75-4	1975
Potosi	Reorganized School District R-3	7-75-4	1975
Raytown	Raytown Consolidated School District No. 2	7-73-14	1973
Raytown	Raytown Consolidated School District No. 2	7-75-3	1975
St. Joseph	The School District of St. Joseph	7-76-9	1976
St. Joseph	St. Joseph Public Schools	7-76-31	1976
St. Louis	School District of the City of Ladue	7-73-10	1973
St. Louis	School District of the City of Ladue	7-74-14	1974
Shelbyville	Shelby County C-1 School District	7-76-2	1976
Steelville	Steelville R-III School District	7-74-2	1974
Stoutland	Stoutland School District R-2	7-74-24	1974
Warrensburg	Warrensburg School District R-VI	7-76-26	1976
Washington	School District of Washington	7-73-12	1973
Montana			
Butte	Butte Public School District No. 1	8-76-0003	1976
Butte	Butte Public Schools	8-74-0006	1973
Drummond	Drummond School District No.'s 11 & 12	8-75-0029	1975
Florence	Florence-Carlton Consolidated School District No.'s 15 & 16	8-75-0009	1975
Helena	State of Montana Department of Public Instruction	8-76-0019	1976
Melstone	Melstone Public School District No. 64J	8-75-0034	1975
Missoula	Missoula Public School District No. 1	8-74-0020	1974
Missoula	(file lost by HEW)	8-73-11	1973
St. Regis	St. Regis Public School District No.'s 1 & 6	8-75-0031	1975

School Districts Charged with Violations, 1972 to October, 1976

State/Town	School District Name	HEW Case Number	Year Filed
Nebraska			
Grand Island	Grand Island Public School System	7-76-33	1976
Gretna	Gretna Public School District No. 37	7-75-29	1975
Omaha	Omaha Public School System	7-74-28	1974
Omaha	Omaha Public School System	7-75-2	1975
Nevada			
Carson City	Nevada State Department of Education	9-76-044	1976
Las Vegas	Clark County School District	9-76-026	1976
New Hampshire			
Portsmouth	Portsmouth School District	1-75-0006	1975
Manchester	Manchester Public Schools	1-74-021	1974
New Jersey			
Basking Ridge	Bernards Township Public Schools	2-74-006	1974
Bayonne	B yonne Public Schools	2-76-003	1976
Belle Mead	Hillsborough Township School District	2-74-011	1974
Belleville	Belleville Public Schools	No Log No.	1972
Berkeley	Berkeley Heights Public Schools	2-72-8	1972
Bernardsville	Bernardsville School District	2-74-007	1974
Bloomfield	Bloomfield Public Schools	No Log No.	1972
Bound Brook	Bound Brook Public Schools	2-74-008	1974
Brick Town	Brick Township Public Schools	No Log No.	1973
Caldwell	Caldwell-West Caldwell Public Schools	No Log No.	1972
Carteret	Carteret Public Schools	No Log No.	1973
Cedar Grove	Cedar Grove Township Public Schools	No Log No.	1972
Clark	Clark Township School District	No Log No.	1972
Cranford	Cranford Public Schools	No Log No.	1972
Cranford	Cranford Public Schools	2-74-26	1974
Cranford	Cranford Public Schools	2-74-31	1974
East Orange	East Orange Public Schools	No Log No.	1972
Elizabeth	Elizabeth Public Schools	No Log No.	1972
Freehold	Freehold Regional High School District	2-75-25	1975
Glen Ridge	Glen Ridge Public Schools	2-74-38	1974
Green Brook	Green Brook School District	2-74-010	1974
Harrison	Harrison Public Schools	No Log No.	1972
Highland Park	Highland Park Public Schools	2-73-26	1973
Hillside	Hillside Public Schools	No Log No.	1972
Irvington	Irvington Public Schools	2-72-2	1972
Jackson	Jackson Township School District	No Log No.	1973
Kenilworth	Kenilworth Public Schools	No Log No.	1972
Lakewood	Lakewood Public Schools	2-73-46	1973
Lakewood	Lakewood Public Schools	2-74-32	1974
Linden	Linden Public Schools	No Log No.	1973
Livingston	Livingston Public Schools	No Log No.	1972
Madison	Madison Borough Public Schools	No Log No.	1973
Manville	Manville Borough School District	2-74-12	1974
Matawan	Madison Township Public Schools	2-74-022	1974
Matawan	Madison Township Public Schools	2-76-44	1974
Middlesex	Middlesex Borough School District	2-75-19	1975
Monmouth Junction	South Brunswick Township Public Schools	No Log No.	1973
Montclair	Montclair Public Schools	No Log No.	1972
Mountainside	Mountainside Public Schools	No Log No.	1972
New Brunswick	New Brunswick Public Schools	No Log No.	1973
New Brunswick	New Brunswick Public Schools	2-76-38	1976
New Providence	New Providence School District	2-73-34	1972
North Caldwell	North Caldwell Schools	No Log No.	1972
North Wildwood	North Wildwood School District	2-76-35	1976
Nutley	Nutley Public Schools	No Log No.	1972
Orange	Orange City Public Schools	No Log No.	1972
Parsippany	Parsippany-Troy Hills School District	2-75-009	1975
Paterson	Paterson School District	2-74-24	1974
Perth Amboy	Perth Amboy Public Schools	No Log No.	1973
Pitman	Pitman School District	2-74-36	1974
Plainfield	Plainfield Public Schools	No Log No.	1972
Pompton Lakes	Pompton Lakes School District	2-73-27	1973
Pompton Plains	Pequonnock Township School District	2-74-1	1974
Raritan	Bridgewater-Raritan Regional School District	2-74-9	1974
Roselle	Roselle Borough School District	No Log No.	1972
Roselle Park	Roselle Park Public Schools	No Log No.	1972
Saddle Brook	Saddle Brook Township School District	2-76-20	1976
Scotch Plains	Scotch Plains-Fanwood Regional School District	No Log No.	1972
Sewell	Washington Township Public Schools	2-75-41	1975
Sicklerville	Camden County Vocational and Technical School	2-75-32	1975
Somerville	Branchburg Township Public Schools	2-74-015	1974
Somerville	Somerville Public Schools	2-74-013	1974
South Plainfield	South Plainfield Public Schools	No Log No.	1973
Springfield	Springfield Public Schools	No Log No.	1972
Springfield	Union County Regional High School District No. 1	2-72-7	1972
Summit	Summit School District	2-72-1	1972
Toms River	Toms River School District	2-73-2	1973
Toms River	Toms River School District	2-73-19	1973
Trenton	State Department of Education and State Department of Community Affairs	2-73-31	1973
Trenton	Bureau of Adult Continuing Education, State Department of Education	2-75-004	1975
Trenton	State Department of Education	2-76-23	1976
Union	Union Township Public Schools	No Log No.	1972
Verona	Verona Public Schools	2-72-3	1972
Verona	Verona Public Schools	2-74-4	1974
Verona	Verona Public Schools	2-74-5	1974
Watchung	Watchung Borough Public Schools	2-74-014	1974
West Orange	West Orange Public Schools	No Log No.	1972
Willingboro	Willingboro Township Public Schools	2-76-29	1976
	South Jersey Association of Interscholastic Athletic Leagues	2-74-022	1974
	South Jersey Association of Interscholastic Athletic Leagues	2-76-74	1974
New Mexico			
Belen	Belen Public Schools	6-75-186	1975
Gallup	Gallup-McKinley County Public Schools	6-75-155	1975
Santa Fe	State of New Mexico Department of Education		1976
Taos	Taos Municipal School District	6-76-231	1976
New York			
Albany	State Education Department	2-76-24	1976
Averill Park	Averill Park School District	2-74-19	1974
Babylon	North Babylon School District	2-74-16	1974
Bellmore	Bellmore-Merrick School District	2-75-67	1975
Bellmore	Bellmore-Merrick Central School District	2-76-67	1975
Brockport	Brockport School District	2-73-12	1973
Buffalo	Buffalo Public School District	2-72-4	1974
Buffalo	Buffalo Public School District	2-75-18	1973
Buffalo	Buffalo Public School District	2-73-23	1973
Buffalo	Oakland Unified School District	2-73-28	1973
Churchville	Churchville-Chili Central School District	2-73-15	1973
Colonie	Colonie Central High School	2-74-17	1974
Copiague	Copiague Public Schools	2-76-22	1976
Dansville	Dansville School District	2-76-39	1976
Deer Park	Deer Park Public Schools	2-73-32	1973
Dunellen	Dunellen High School	2-74-37	1974

School Districts Charged with Violations, 1972 to October, 1976

State/Town	School District Name	HEW Case Number	Year Filed
Elwood	Elwood School District	2-75-62	1975
Fairport	Fairport School District	2-73-6	1973
Hauppauge	Happauge Public School District	2-74-21	1974
Henrietta	Rush-Henrietta School District	2-73-10	1973
Geneseo	Livingston County Athletic Association	2-73-13	1973
Glen Cove	Glen Cove Child Day Care Center	2-74-25	1974
Glenhead	North Shore School District	2-76-15	1976
Greenwood	Greenwood Central School District	2-73-33	1973
Hilton	Hilton Central School District	2-73-17	1973
Honeoye	Honeoye Central School District	2-73-24	1973
Hyde Park	Hyde Park Central School District	2-75-003	1975
Jericho	Jericho Public Schools	2-74-33	1974
Mastic Beach	Union Free School District #32	2-74-18	1973
Mount Pleasant	Mount Pleasant Central School District	2-76-30	1976
New York City	Lillian Sklar Filler Day Care Center	2-75-56	1975
New York City	Arts and Design High School, Manhattan, New York City Public Schools	2-73-35	1973
New York City	Community School District 1, New York City Public Schools	2-75-50	1975
New York City	Community School District 19, New York City Public Schools	2-75-54	1975
New York City	Community School District 27, New York City Public Schools	2-75-23	1975
New York City	Community School District 28, New York City Public Schools	2-74-2	1974
New York City	Community School District 32, New York City Public Schools	2-76-005	1976
New York City	Far Rockaway High School, Queens, New York City Public Schools	2-75-49	1975
New York City	Intermediate School No. 25, Bayside, Queens, New York City Public Schools	2-73-22	1973
New York City	Springfield Gardens High School, New York City Public Schools	2-75-10	1975
New York City	New York City Public Schools	2-75-016	1975
New York City	New York City Public Schools	2-76-002	1976
New York City	New York City Public Schools	2-76-28	1976
New York City	New York City Public Schools	2-76-66	1976
Oceanside	Oceanside Union Free School District	2-76-37	1976
Ontario Center	Wayne School District	2-73-11	1973
Ossining	Ossining School District	2-76-69	1976
Pearl River	Pearl River School District	2-76-27	1976
Pearl River	Pearl River School District	2-76-68	1976
Pittsford	Pittsford School District	2-73-9	1973
Port Jefferson	Port Jefferson Public Schools	2-76-009	1976
Retsof	York Central School District	2-73-3	1973
Rochester	Gates-Chili Central School District	2-73-37	1973
Rochester	West Irondequoit High School	2-73-7	1973
Rochester	Eastridge High School	2-73-5	1973
Rochester	Rochester City Schools	2-73-4	1973
Rochester	Greece Central School	2-73-18	1973
Scottsville	Wheatland-Chili Central School District	2-73-16	1973
Seacliff	North Shore School District	2-74-3	1974
Spencerport	Spencerport School District	2-73-8	1973
Spring Valley	East Ramapo Central School District	2-75-63	1975
Union	Union Free School District No. 3	2-76-41	1976
Victor	Section V New York State High School Athletic Association	2-73-14	1973
North Carolina			
Bakersville	Mitchell County Public Schools	4-76-020	1976
Elizabeth City	Elizabeth City-Pasquotank Public Schools	4-75-39	1974
Gastonia	Gaston County School Board	4-75-107	1975
Greensboro	Greensboro Public Schools	4-74-018	1973
Greenville	Pitt County Board of Education	4-76-013	1976
Hendersonville	Blue Ridge Technical Institute	4-75-078	1974
Jacksonville	Onslow County Schools	4-75-003	1974
Newland	Avery County Schools	4-76-120	1976
Orrum	West Waccamaw 2-A Athletic Conference	4-75-0028	1975
Raleigh	North Carolina State Department of Education	4-76-0045	1976
Winston-Salem	Winston-Salem/Forsyth School District	4-74-0124	1974
Ohio			
Akron	East Franklin Local School District	5-74-034	1974
Akron	Springfield Local Schools	5-75-20	1975
Beachwood	Beachwood City Schools	5-76-45	1976
Bowling Green	Bowling Green City School District	5-76-10	1976
Cambridge	Cambridge City Schools	5-76-050	1976
Canton	Canton Local School District	5-75-017	1975
Canton	Canton Local School District	5-76-14	1976
Canton	Canton Local School District	5-76-40	1976
Cincinnati	Cincinnati Public Schools	5-74-8	1973
Cincinnati	Cincinnati Public Schools	5-75-024	1975
Circleville	Circleville Public Schools	5-75-32	1975
Cleveland	Cleveland Heights-University Heights City School District	5-74-041	1974
Columbus	Columbus City Schools	5-75-39	1975
Columbus	Eastland Vocational Center	5-73-10	1973
Columbus	Ohio High School Athletic Association	5-76-48	1976
Columbus	Ohio Youth Commission	5-74-016	1974
Columbus	State Department of Education	5-76-32	1976
Dayton	Dayton Public Schools	5-74-55	1974
Dayton	Dayton Public Schools	5-76-41	1976
Elyria	Elyria Public Schools	5-74-039	1974
Euclid	Euclid City School System	5-76-44	1976
Galion	Galion Public Schools	5-76-24	1976
Kent	WKSU-FM, Kent State University	5-75-022	1975
Lorain	Lorain City Schools	5-76-42	1976
Lorain	Sheffield-Sheffield Lake School District	5-74-036	1974
McConnelsville	Morgan County Public Schools	5-76-23	1976
Massillon	Perry Local School District	5-76-11	1976
Mayfield	Mayfield City Schools	5-76-37	1976
North Canton	North Canton City Schools	5-76-43	1976
North Fork	Utica School System	5-73-008	1972
Painesville	Painesville Township Schools	5-76-008	1976
Pandora	Pandora-Gilboa Local Schools	5-74-54	1974
Proctorville	Fairland School District	5-76-15	1976
Rocky River	Rocky River City School District	5-75-9	1975
Shaker Heights	Shaker Heights City School District	5-76-29	1976
Sidney	Sidney City Schools	5-76-39	1976
Springfield	Mad River-Green Local School Board	5-75-023	1975
Sunbury	Big Walnut Local Schools	5-75-008	1975
Washington Courthouse	Washington Courthouse City Schools	5-75-29	1975
Youngstown	Boardman School District	5-75-018	1975
Oklahoma			
Arnett	Arnett Public Schools	6-75-183	1975
Caney Valley	Caney Valley School District No. 18	6-75-285	1975
Cleveland	Cleveland Public School District	6-76-005	1976
Collinsville	Collinsville Public School District No. 1-6	6-75-231	1975
Holdenville	Holdenville Public School System	6-75-251	1975
Jenks	Jenks Public Schools	6-76-238	1976
Muldrow	Muldrow School District	6-76-009	1976
Oklahoma City	Oklahoma City Public Schools	6-75-281	1975
Oklahoma City	State of Oklahoma Department of Education		1976
Pawnee	Pawnee Public Schools	6-74-013	1974
Pawnee	Pawnee Public Schools	6-74-030	1974
Ponca City	Ponca City Public Schools	6-74-176	1974

School Districts Charged with Violations, 1972 to October, 1976

State/Town	School District Name	HEW Case Number	Year Filed
Tulsa	Tulsa Public Schools	6-74-004	1974
Tulsa	Tulsa Public Schools	6-74-287	1974
Tulsa	Tulsa Public Schools	6-75-241	1975
Tulsa	Tulsa Public Schools	6-75-311	1975
Tuttle	Tuttle Public Schools	6-76-001	1976
Oregon			
Baker	Baker School District No. 05J	10-76-37	1976
Beaverton	Beaverton School District No. 48	10-76-34	1976
Brookings	Brookings-Harbor School District No. 17-C	10-76-35	1976
Eugene	Lane County School District No. 52	10-76-28	1976
Falls City	Falls City School District No. 57	10-76-1	1976
Hillsboro	Hillsboro Union High School District 3JT	10-76-29	1976
Klamath Falls	Klamath Falls School District	10-76-31	1976
Independence	Central School District	10-76-23	1976
Lebanon	Lebanon School District No. 16C	10-76-33	1976
McMinnville	McMinnville School District No. 40	10-76-36	1976
McMinnville	McMinnville School District No. 40	10-76-24	1976
Newburg	Newburg School District	10-76-22	1976
North Bend	North Bend School District No. 13	10-76-27	1976
Pendleton	Pendleton School District No. 16R	10-76-30	1976
Portland	David Douglas School District No. 40	10-76-32	1976
Portland	Northwestern College of Business	10-76-9	1976
Portland	Parkrose School District No. 3	10-76-11	1976
Portland	Portland School District 1J	10-76-38	1976
Salem	Department of Education, State of Oregon	10-76-12	1976
Westport	Columbia County School District 5J	10-76-16	1976
Willamina	Willamina School District No. 30-J	10-76-25	1976
Woodburn	Woodburn School District	10-76-21	1976
Woodburn	Woodburn School District	10-76-26	1976
Pennsylvania			
Aliquippa	Hopewell Area School District	3-74-13	1974
Altoona	Altoona Area School District	3-76-39	1976
Ambridge	Ambridge-Area School District	3-74-15	1974
Beaver Falls	Blackhawk Area School District	3-74-09	1974
Bellefonte	Bellefonte Area School District	3-75-53	1975
Claysburg	Claysburg-Kimmel School District	3-76-60	1976
Connellsville	Connellsville Area School District	3-76-53	1976
Curwensville	Curwensville Area School District	3-76-55	1976
Cornwells Heights	Bensalem Township School District	3-76-08	1976
Devault	Great Valley School District	3-76-16	1976
Easton	Easton Area School District	3-76-14	1976
Elizabethtown	Elizabethtown Area School District	3-76-58	1976
Erie	Erie County Vocational-Technical School	3-75-13	1975
Fredericksburg	North Lebanon School District	3-74-40	1974
Gettysburg	Gettysburg Area School District	3-75-40	1975
Greensburg	Greensburg-Salem School District	3-74-06	1974
Harrisburg	Commonwealth of Pennsylvania Department of Education	3-76-32	1976
Hellam	Eastern York School District	3-76-21	1976
McDonald	South Fayette Township School District	3-74-32	1974
Midland	Western Beaver County School District	3-74-12	1974
Monaca	Center Township School District	3-74-11	1974
Mount Wolf	Northeastern York School District	3-76-66	1976
Norfolk	Norfolk Public Schools	3-76-43	1976
Oxford	Oxford Area High School	3-75-61	1975
Pittsburgh	Avonworth School District	3-75-68	1976
Pittsburgh	Pittsburgh City High School	3-73-06	1973
Red Lion	Red Lion Area Schools (file lost by HEW)	3-75-005	1975
Sayre	Sayre Area School District	3-76-29	1976
Rhode Island			
Barrington	Barrington School Committee	1-76-0017	1976
Coventry	Coventry Public Schools	1-75-008	1975
Johnston	Johnston School System	1-76-020	1976
South Carolina			
Camden	Kershaw County School District	4-76-26	1976
Columbia	Richland School District No. 1	4-75-151	1975
Columbia	State of South Carolina Department of Education	4-76-0046	1976
Columbia	Richland County School District No. 1	4-76-0019	1976
Greenville	Greenville County School District	4-76-27	1976
Pendleton	Anderson County School District No. 4	4-76-32	1976
Spartanburg	Spartanburg School District No. 4	4-75-021	1975
Summerville	Dorchester County School District No. 2	4-75-095	1974
York	York School District No. 1	4-76-055	1976
South Dakota			
Mitchell	Mitchell Independent School District No. 45	8-76-0011	1976
Pierre	Department of Education and Cultural Affairs, Division of Elementary and Secondary Education	8-76-0020	1976
Tennessee			
Erin	Houston County School System	4-75-0088	1974
Jackson	Jackson City Schools	4-76-81	1976
Nashville	State of Tennessee Department of Education	4-76-0047	1976
Texas			
Aubrey	Aubrey Independent School District	6-76-017	1976
Austin	Texas Education Agency	6-75-0252	1975
Austin	Texas Education Agency		1976
Austin	Austin Independent School District	6-75-305	1975
Big Sandy	Big Sandy Independent School District	6-75-209	1975
Boerne	Boerne County Line Independent School District	6-75-214	1975
Boerne	Boerne County Line Independent School District	6-75-217	1975
Boerne	Boerne County Line Independent School District	6-75-220	1975
Boerne	Boerne County Line Independent School District	6-75-222	1975
Boerne	Boerne County Line Independent School District	6-75-224	1975
Boerne	Boerne County Line Independent School District	6-75-230	1975
Boerne	Boerne County Line Independent School District	6-75-232	1975
Boerne	Boerne County Line Independent School District	6-75-234	1975
Boerne	Boerne County Line Independent School District	6-75-235	1975
Boerne	Boerne County Line Independent School District	6-75-236	1975
Boerne	Boerne County Line Independent School District	6-75-276	1975
Boerne	Boerne County Line Independent School District	6-76-133	1976
Boerne	Boerne County Line Independent School District	6-76-243	1976
Bonham	Bonham Independent School District	6-73-164	1973
Bowie	Bowie Independent School District	6-76-091	1976
Carthage	Carthage Independent School District	6-75-293	1975
Castroville	Medina Valley Independent School District	6-76-039	1976

School Districts Charged with Violations, 1972 to October, 1976

State/Town	School District Name	HEW Case Number	Year Filed
Clyde	Eula Independent School District	6-76-228	1976
Corpus Christi	Corpus Christi Independent School District	6-74-006	1974
Corpus Christi	Flour Bluff Independent School District	6-76-053	1976
Corsicana	Corsicana Independent School District	6-75-041	1975
Crosby	Crosby Independent School District	6-76-085	1976
Crowell	Crowell Independent School District	6-76-094	1976
Crowell	Crowell Independent School District	6-76-188	1976
Dallas	Dallas Independent School District	6-73-158	1973
Dallas	Dallas Independent School District	6-76-209	1976
Dallas	Dallas Independent School District	6-76-240	1976
Deer Park	Deer Park Independent School District	6-74-058	1974
Del Rio	Del-Rio Consolidated School District	6-74-319	1974
Earth	Springdale-Earth Independent School District	6-76-202	1976
Edcouch	Edcouch-Elsa Independent School District	6-76-233	1976
Ennis	Ennis Independent School District	6-76-043	1976
Floresville	Floresville Independent School District	6-75-247	1975
Freeport	Brazosport Independent School District	6-75-263	1975
Friendswood	Friendswood Independent School District	6-74-301	1974
George West	George West Independent School District	6-75-303	1975
Groom	Groom Independent School District	6-76-187	1976
Hawley	Hawley Independent School District	6-76-139	1976
Henrietta	Henrietta Independent School District	6-75-199	1975
Hereford	Hereford Independent School District	6-76-114	1976
Hereford	Hereford Independent School District	6-76-116	1976
Houston	Aldine Independent School District	6-74-119	1974
Houston	Cypress-Fairbanks Independent School District	6-74-208	1974
Houston	Houston Independent School District	6-73-104	1973
Houston	Houston Independent School District	6-75-080	1974
Houston	Houston Independent School District	6-75-296	1975
Houston	Houston Independent School District	6-76-071	1976
Houston	Houston Independent School District	6-76-185	1976
Houston	North Forest Independent School District	6-75-296	1975
Houston	Sheldon Independent School District	6-76-236	1976
Karnes City	Karnes City Independent School District	6-76-223	1976
Kemp	Kemp Independent School District	6-74-028	1974
Kemp	Kemp Independent School District	6-74-038	1974
Kennedy	Kennedy Independent School District	6-76-230	1976
League City	Clear Creek Independent School District	6-76-210	1976
Leggett	Leggett Independent School District	6-75-249	1975
Leggett	Leggett Independent School District	6-76-218	1976
Memphis	Memphis Independent School District	6-74-086	1974
Memphis	Memphis Independent School District	6-74-088	1974
Memphis	Memphis Independent School District	6-74-136	1974
Mesquite	Mesquite Independent School District	6-74-019	1974
Mesquite	Mesquite Independent School District	6-74-035	1974
Mesquite	Mesquite Independent School District	6-76-250	1976
Midland	Greenwood Independent School District	6-76-123	1976
Morton	Morton Independent School District	6-76-134	1976
Pasadena	Pasadena Independent School District	6-74-071	1974
Point Isabel	Point Isabel Independent School District	6-76-046	1976
Poteet	Poteet Independent School District	6-76-225	1976
Queen City	(file lost by HEW)	T-40-68	1974
Richardson	Richardson Independent School District	6-76-021	1976
Rockwall	Rockwall Public Schools	6-75-136	1974
Rosenberg	Lamar Consolidated School District	6-74-259	1974
San Antonio	Northside Independent School District	6-73-174	1973
Silverton	Silverton Independent School District	6-76-227	1976
Spring	Klein Independent School District	6-76-207	1976
Spring	Klein Independent School District	6-76-247	1976
Stafford	Fort Bend Independent School District	6-75-242	1975
Stafford	Fort Bend Independent School District	6-75-248	1975
Stafford	Fort Bend Independent School District	6-75-273	1975
Sweeney	Sweeney Independent School District	6-73-057	1973
Texarkana	Texarkana Independent School District	6-76-162	1976
Vega	Vega Independent School District	6-76-235	1976
Waco	Connally Consolidated Independent School District	6-76-0010	1975
Waco	La Vega Independent School District	6-74-077	1974
Waco	Waco Independent School District	6-73-040	1973
White Oak	White Oak Independent School District	6-75-278	1975
Utah			
Logan	Logan City Public Schools	8-75-0024	1975
Logan	Cache County School District	8-75-0037	1975
Ogden	Headstart, Ogden Community Action Program	8-75-0047	1975
Price	College of Eastern Utah	8-75-0035	1975
Provo	Utah Technical College at Provo	8-76-0026	1976
Salt Lake City	Utah State Board of Education for Vocational Education	8-76-0021	1976
Vermont			
Burlington	Burlington School District	1-73-003	1973
Montpelier	Vermont State Department of Education	1-76-012	1976
Virginia			
Amherst	Amherst County Schools	3-75-60	1975
Arlington	Arlington County Public Schools	3-75-12	1975
Charlottesville	Charlottesville Public Schools	3-74-04	1974
Charlottesville	Virginia High School League	3-75-11	1975
Colonial Heights	Colonial Heights Public Schools	3-76-06	1976
Fairfax	Fairfax County Public Schools	3-73-12	1973
Fairfax	Fairfax County Public Schools	3-76-18	1976
Lovingston	Nelson County Public Schools	3-74-17	1974
Norfolk	Norfolk Public Schools	3-76-43	1976
Richmond	Commonwealth of Virginia State Department of Education	3-76-33	1976
Tappahannock	Essex County Schools	3-74-02	1974
Virginia Beach	Virginia Beach City Schools	3-75-36	1975
Virginia Beach	Virginia Beach City Schools	3-75-51	1975
Wytheville	Wythe County Public Schools	3-74-29	1974
Washington			
Auburn	Auburn School District No. 408	10-75-11	1975
Auburn	Auburn School District No. 408	10-75-17	1975
Bellevue	Bellevue School District No. 405	10-73-6	1973
Bellevue	Bellevue School District No. 405	10-74-06	1974
Bellevue	Washington Interscholastic Activities Association	10-75-18	1975
Electric City	Grand Coulee Dam School District No. 301J	10-76-8	1976
Kent	Kent School District No. 415	10-74-11	1974
Lakewood Center	Clover Park School District No. 400	10-73-3	1973
Lakewood Center	Clover Park School District No. 400	10-74-13	1974
Lakewood Center	Clover Park School District No. 400	10-74-18	1974

School Districts Charged with Violations, 1972 to October, 1976

State/Town	School District Name	HEW Case Number	Year Filed
Lynnwood	Edmonds School District No. 15	10-73-2	1973
Olympia	Washington State Department of Public Instruction	10-76-12	1976
Pomeroy	Pomeroy School District No. 110	10-74-10	1974
Port Orchard	Kitsap School District No. 402	10-74-15	1974
Rainier	Rainier Public Schools	10-75-4	1975
Renton	Renton School District No. 403	10-75-13	1975
Richland	Richland School District No. 400	10-75-8	1975
Seattle	(file lost by HEW)	10-74-16	1974
Seattle	Highline School District No. 401	10-74-24	1974
Seattle	Seattle School District No. 1	10-76-17	1976
Spokane	Spokane School District No. 81	10-74-8	1974
Spokane	Spokane School District No. 8	10-74-3	1974
Spokane	Central Valley School District No. 356	10-74-22	1974
Tacoma	Tacoma School District No. 10	10-75-9	1975
Tacoma	Tacoma School District No. 10	10-74-26	1974
Tacoma	University Place School District No. 83	10-74-5	1974
West Virginia			
Charleston	State of West Virginia Department of Education	3-76-34	1976
Huntington	Cabell County Public Schools	3-75-58	1975
Kingwood	Preston County Schools	3-75-17	1975
Moundsville	Marshall County Schools	3-75-26	1975
New Cumberland	Hancock County Public Schools	3-75-16	1975
Ravenswood	Jackson County Schools	3-76-54	1976
Wisconsin			
Ashland	Ashland Public Schools	5-75-051	1975
Fountain City	Cochrane-Fountain City Public Schools	5-76-23	1976
Kewaskum	Kewaskum Community Schools	5-74-35	1974
Madison	State of Wisconsin Department of Public Instruction	5-76-366	1976
Middleton	Middleton Public Schools	5-74-45	1974
Milwaukee	Evangelical Lutheran SYNOD	5-74-050	1974
New Auburn	New Auburn Public Schools	5-75-4	1975
New Berlin	New Berlin Public Schools	5-74-047	1974
New Richmond	New Richmond Public Schools	5-74-044	1974
Pewaukee	Pewaukee Public Schools	5-75-18	1975
Pulaski	Pulaski Community Schools	5-75-33	1975
Spring Grove	River Valley Joint School District No. 2	5-75-13	1975
Stevens Point	Wisconsin Interscholastic Athletic Association	5-73-17	1973
Wyoming			
Cheyenne	State of Wyoming Department of Education	8-76-0022	1976
Cokeville	Lincoln County School District No. 1	8-75-0003	1975
Morton	Wind River School District No. 6	8-74-0003	1974

Acknowledgments

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